EGYPT EDUCATION LEGACY
35 YEARS OF A PARTNERSHIP IN EDUCATION

January 2012

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ACKNOWLEDGMENTS

The U.S. Agency for International Development (USAID) would like to express sincere gratitude to the many institutions and people who have made the 35-year partnership in Egypt’s education sector so fruitful.

The education system has benefited from the valuable collaboration of many Egyptian officials and policy makers. First, we would like to express our sincere gratitude to the Government of Egypt, primarily the Ministry of Education. Several officials have led this office over the years, and we acknowledge each and every one of them. We are also grateful to staff in departments and units at the central, governorate (Muddiraya), district (Idara), and school levels. Success in the sector is due largely to the support and sincere cooperation of all these key actors. USAID would especially like to thank Dr. Reda Abou Serie, the current Deputy to the Minister of Education, who has been an extremely dedicated long-standing partner. Our gratitude also goes to other ministries, in particular the Ministry of International Cooperation, the Ministry of Finance, the Ministry of Local Development, and the Ministry of Higher Education, with whom we have also cooperated over the years and whose support was crucial to our work.

Over the years, the sector has benefited from the input of a number of Egyptian researchers and technical experts. These professionals, through their knowledge of the uniquely Egyptian context, not only helped to ensure that USAID’s work was sensitive to the local cultural, social, and political environment, but also elevated our work to a higher level. We would also like to express our appreciation to all of our implementing partners, from 1975 until the present day. There have been many who demonstrated dedication and commitment to excellence in order to produce the results that we are now proud to celebrate.

Finally, we would like to thank the Egyptian citizens, the ultimate beneficiaries of our efforts in education. On a number of occasions, we witnessed firsthand the appreciation of those whose lives were directly and positively affected by our work. We will never forget the smiling faces of school children, as well as the enthusiasm of teachers and principals as they voiced their sincere appreciation for the support they received in their communities. We continue to wish them all much success in the years to come.
FOREWORD

Montaigne, in a classic essay on the characteristics of a good education—one directed towards developing “a well-made head rather than a well-filled one”—chose a compelling metaphor to capture its transformative power. He wrote, “Bees pillage the flowers here and there, but they then make honey of them which is all their own.” Successful nations enable open inquiry and independent judgment in their education systems. That spirit is a cornerstone of a free and democratic society.

This report celebrates a generation of USAID supported achievements in the education sector in Egypt. Many of those milestones were significant and compelling. Cumulatively, they demonstrate that sustained smart investments can and do make a positive difference. Access to basic education, particularly for girls, has boomed. Better assessment tools, empirically based research products, benchmarking and stronger teacher training have become key features of the system. New models of tertiary education are flourishing. Bright young poor people from all over the country have been awarded university scholarships and programs to train Egyptians in American universities continue. Community engagement in school management has started to gain traction. Persistence, patience and strong partners facilitated these impressive outcomes.

This sounds like success but the reality is that the Egyptian system today is a beehive without honey. Students graduate without rudimentary skills. Too many teachers teach to the test and not to Egypt’s future. Oftentimes, they aren’t even in their classrooms. Corrupt practices pervade much of the process. Universities are overcrowded and what they produce is not well correlated with priority growth opportunities. Research standards and citation indices are disappointing. The ailments are many and the challenges ahead daunting.

Thankfully, there are wonderful Egyptians throughout the country who are committed to turning this situation around. The democratic opening provides a moment of hope and suggests that their idealism can find practical expression in a new era. We applaud their ideas and energy. USAID stands ready to work with Egyptians to build on the impressive outcomes detailed in this document in the years ahead.

Sincerely,

Walter North
Mission Director
USAID/Egypt
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EXECUTIVE SUMMARY

In 1975, the Arab Republic of Egypt and the United States launched a program of development cooperation that included the areas of education and training. This long-standing partnership has evolved over the years, resulting in impressive achievements. Egypt has made notable progress in the education sector during this period by expanding access and improving equity and quality at all levels. USAID has contributed to these outcomes, helping to increase and improve the educational opportunities available to the Egyptian people. This document presents the shared accomplishments of the Egypt-USAID partnership, while acknowledging the contributions of others to these successes. It discusses Egypt’s achievements in education access and gender equity, community participation, professional development, policy reform, and tertiary education and training. It also celebrates the importance of this five-fold legacy. This summary presents highlights of the cooperation.

More children attend school in Egypt today than in the 1970s. Enrollment in primary education has grown tremendously, reaching almost full inclusion in 2009. Girls in particular benefited from these gains. Their enrollment in primary school increased nearly two-fold between 1970 and 2009, greatly reducing the gender gap. Enrollment in secondary education has also grown.

Great success was achieved in growth of enrollment and narrowing the gender gap

USAID has been dedicated to assisting Egypt in these efforts. The Agency focused on building needed schools early in the collaboration and on equity and quality issues in later years. Working with local communities and the Ministry of Education, USAID developed programs to motivate girls to stay in school and to establish multi-grade schools that give out-of-school girls a second chance. Boys were given opportunities for active participation in their own learning and were sensitized to the importance of gender equity.

Enormous efforts were made in harnessing the potential contributions of civil society to the improvement of Egypt’s educational system

Community involvement has been a cornerstone of Egypt’s efforts to enhance the quality of education, and several actions were taken to encourage participation. In 1999, for example, the Ministry of Education created two new departments to support collaboration; it mandated the creation of Boards of Trustees in all Egyptian schools in 2005, and established and/or strengthened partnerships with civil society groups to advance education in Egypt.

USAID has supported the Government of Egypt in these efforts by establishing or revitalizing governance organizations in Egyptian schools. It also facilitated cooperation between the government, community groups, and civil society organizations and mobilized the private sector as an educational partner. USAID’s effort focused heavily on capacity building. Training empowered community members, including women, to support education improvement efforts.
Egyptian children have benefited greatly from active learning teaching methodologies and the infusion of technology in schools

Improving professional expertise has been a goal in Egypt since the 1970s; the results have been impressive. In 1977, only 49 percent of teachers and administrators had attended teacher-training institutes. In 2009–10, nearly 80 percent of the teachers in public schools had degrees in education. In-service training opportunities have flourished, and the Ministry of Education has introduced active learning techniques throughout Egyptian primary education. The professional development system itself has been the focus of far-reaching improvements, such as the establishment of Egypt’s first Professional Academy for Teachers in 2008.

USAID has been a dedicated supporter of these efforts. The Agency has provided specialized training, materials and technology, and assistance in developing and implementing key systemic changes affecting professional development. Teachers learned practices that foster active learning by students and administrators learned how to provide effective supervision.

Egypt made unprecedented policy changes supporting education reform

Egypt has initiated a comprehensive education reform process that, though still underway, has already achieved significant policy changes, including:

- National Strategic Plan for Pre-University Education Reform; released in 2007
- National Standards of Education; issued in 2003; revised in 2007
- National Education Indicators; released in 2009

USAID supported this agenda by providing technical assistance for several policy changes and training as a major focus of programs that built Egyptians’ capacity to lead reform. USAID provided assistance in developing and administering standardized assessments, and in supporting Egypt’s efforts to move toward a decentralized educational system.

Joint Egypt-USAID education efforts have helped Egypt realize the potential of its youth

Egyptian youth have increasing access to post-secondary educational opportunities. Over the years, the Government of Egypt has enacted laws to regulate and expand public and private higher education institutions. This policy has resulted in a dramatic increase in the number of institutions and offerings. Enrollment in higher education grew from 16 percent in 1982–83 to nearly 30 percent in 2007–08. The participation of women has improved markedly.

USAID has long supported these efforts by funding scholarship programs for low-income undergraduate students; technical and graduate-level exchange programs; and collaboration on research in science and technology. USAID has also supported higher education infrastructure improvements through a grant contributing to the construction of the new campus of the American University in Cairo.
The information presented here is a testament to the shared commitment of Egypt and the United States to realizing the promise of educational excellence for the Egyptian people.

Leadership for Education and Development Program scholarship recipients celebrate graduation from the American University in Cairo in 2009. These USAID-funded scholarships have dramatically improved the long-term prospects of low-income students in Egypt.
INTRODUCTION

Egypt has achieved remarkable gains in education, from successfully attaining near-universal primary-level enrollment to dramatic progress in narrowing the gender gap at all levels. The United States has been Egypt’s committed partner in support of its educational development. The two nations have worked together on education and training programs since 1975, and the U.S. Agency for International Development (USAID) has provided nearly 1.3 billion U.S. dollars (USD) for these programs. This strong partnership has helped Egypt to achieve significant improvements in the education provided to its people.

This document celebrates Egypt’s many positive educational outcomes during this fruitful partnership. It highlights Egypt’s educational accomplishments in selected areas over the past three decades, and discusses USAID’s contributions to these accomplishments. It also presents key information related to sustainability and the lessons learned from this experience.

This review by no means seeks to attribute results to USAID interventions only; it is simply not possible to isolate other factors such as the efforts of the government or other donors. In fact, this document presents the contributions of USAID to the outcomes achieved in the sector as a whole, acknowledging that many other elements were at play.

BACKGROUND

Egypt has made extraordinary strides in many key economic and social indicators since the 1970s. Particularly noteworthy are growth in the economy, gains in life expectancy, decreases in infant mortality rates, increases in labor force rates, and a substantial increase in access to schooling. The country has also faced significant challenges. The following paragraphs provide the context for Egypt’s educational achievements by summarizing the data for these trends and information related to the country’s economic policy.

The Government of Egypt (GOE) has made significant efforts to improve the social and economic environment for Egyptians. In 1974, the GOE announced an “open door policy” to attract foreign investment. From the mid-1970s to mid-1980s, Egypt experienced swift economic growth stimulated by high oil prices, increased worker remittances, tourism revenues, and substantial foreign borrowing. During this period, revenues were directed toward increased public expenditures on infrastructure and import-substitution industries. As a result, most public sector industries developed rapidly. But after a decade of rapid economic growth, Egypt experienced a serious economic crisis following the oil boom of the 1980s. The inflation rate increased dramatically, from 10 percent in 1981 to about 20 percent in 1991. During the 1990s, therefore, the country implemented a comprehensive economic reform and structural adjustment program supported by donors. The chief objective of this reform was to allow the private sector to achieve rapid, efficient, and sustainable growth.1

In the 2000s, privatization, among other factors, resulted in moderate growth of the Egyptian economy. After an average growth rate of 7 percent during 2006–2008, the rate slowed to 4.7 percent in 2009 but improved slightly to 5.3 percent in 2010.2 This slowdown was due in part to effects of the global economic slowdown that led to a reduction in tourism and revenues from remittances and the Suez Canal. The inflation rate continued to rise, climbing to 8.8 percent in 2011 (Figure A).3 Moreover, the broader impact of the recent revolution, which led to a change in the national government in February 2011, is unfolding.
with dramatic effects on the country’s social and economic indicators.

**Figure A. Egypt Inflation Rate (%) 1981–2011**

Table 1 presents key Egyptian socio-economic indicators in the 1970s and at present. Over the years, substantial progress was made in increasing income levels. As a lower-middle-income country, Egypt’s gross domestic product reached over USD 188 billion in 2009. The gross national income per capita also improved dramatically from USD 480 in 1979 to USD 2,070 in 2009, while the poverty rate declined considerably.

Egypt is currently the largest country in North Africa with a population estimated at 83 million. The GOE has taken a number of successful measures over the years to address high rates of population growth, which resulted in a decrease of the country’s average annual growth of population to 1.8 percent in 2009. Infant mortality rates declined dramatically, and significant gains were achieved in life expectancy at birth, which in 2009 was recorded at 70 years.

These improvements, however, caused changes in the age structure of the population. From 1980 to 2010, the number of people of working age (15 to 64 years old) increased considerably, creating a high demand for job opportunities. The partial modernization of Egypt’s economy, with a continuation of the GOE’s heavy investment in the public sector, contributed to increased problems, including high unemployment. Thus, while the labor force rates of the total population increased, unemployment rates, particularly for young adults, also increased, rising to about 12 percent in 2011.

In spite of these economic difficulties, Egypt’s education sector has realized extraordinary improvements since the

| Table 1: Egypt Economic and Social Indicators in the 1970s and Present |
|-------------------------------------------------|----------------|----------------|
| **Gross Domestic Product (GDP)**                | USD 17,050 (million) | USD 188.4 (billion) |
| **Gross National Income (GNI) per capita**      | USD 480 | USD 2,070 |
| **National Poverty (%)**                        | 35.5 | 22.0 |
| **Inflation, consumer prices (annual %)**       | 10.3* | 8.8 |
| **Population**                                  | 33.3 (million) | 83 (million) |
| **Labor Force (%) of Total Population**         | 28.0 | 32.9 |
| **Unemployment (%)**                            | 4.1* | 11.9 |
| **Life Expectancy at Birth (years)**            | 56.5 | 70 |
| **Infant Mortality (per 1,000 live births)**    | 107.5* | 18 |
| **Literacy Rate (%) Age 15+**                   | 43.5 | 66.4 |
| **Gross Enrollment Rate in Primary Education**  | 69.5 | 101 |
| **Gross Enrollment Rate in Secondary Education**| 32.4 | 67 |

*Figures are for 1980-1985 period. Sources in Notes, p. 43.*
Examples include significant gains in adult literacy rates and enrollment rates in primary and secondary education. Though lingering challenges in the sector require further attention, the educational outcomes achieved have laid solid groundwork for further achievements.

THE PARTNERSHIP

The partnership for economic and development cooperation between the United States and Egypt dates back to 1975, when the first cooperative development program was launched. The subsequent Camp David Accords, which led to the Israel-Egypt Peace Treaty of 1979, marked an important turning point in history for Egypt and the world, resulting in increased support and commitments of resources to Egypt. Since that time, this partnership has evolved and strengthened, contributing to an impressive legacy of major achievements. The economic assistance provided to Egypt by the U.S. Agency for International Development during the past 35 years has touched many lives and helped expand opportunities for the Egyptian people. Support has covered a wide range of areas, including education, economic growth, health, agriculture, democracy and governance, and the environment.

During these 35 years, USAID support to Egypt has totaled more than USD 28 billion. Of this amount, nearly USD 1.3 billion has been committed to support Egypt’s education sector. In the 1970s, this educational assistance focused on higher education and training, and funding exceeded USD 37 million. During the 1980s, program areas were broadened to include a major focus on basic education, and resources grew more than ten-fold to over USD 387 million. Although funding was reduced to approximately USD 222 million during the 1990s, there was an extraordinary increase to over USD 643 million during the first decade of the 2000s.

Working closely with the Egyptian Government, USAID has taken an integrated approach to education-sector support that involves work at both the policy and operational levels. Funding has been channeled through both projects and direct technical assistance, with a focus on program areas and geographical locations with the greatest need.

Education Legacy Areas

USAID’s support to Egypt contributed to sustained improvements in the education sector. The legacy of this impressive work includes the five key areas briefly introduced here.

Access and Gender Equity: USAID has been dedicated to assisting Egypt in these two intertwined areas from the start of the partnership. During this time, Egypt has made continuous progress toward universal access to primary education, improved literacy rates, and gender equity.

Community Participation: Egypt has made great strides in engaging local communities in educational improvement. The most notable examples include institutionalizing parent-community organizations and local school governance groups. USAID supported this effort with extensive contributions as well as on-the-ground capacity building to spur community participation in education.

Professional Development: By improving the skills and practices of teachers and education leaders, Egypt has made significant progress in improving the quality of education. USAID has supported Egypt by providing ongoing training on active learning methodologies and effective supervision, and by supplying supplemental materials and technology.
that help improve student learning. Recent efforts have contributed to groundbreaking policy-level changes affecting teachers and supervisors.

**Policy Reform:** Governmental policies are the underpinning for much of the progress made by Egypt in improving the quality of education. Key policy changes that have enabled reforms include decentralization and the creation of a legal framework conducive to broader educational improvements. USAID has worked closely with Egyptian officials and practitioners, for example, in supporting decentralization efforts through pilot projects and creating mechanisms to effect policy change.

**Tertiary Education and Participant Training:** Through the years, Egypt has increased its citizens’ access to post-secondary educational opportunities, and women’s access, in particular, has improved markedly. USAID’s contributions to this progress include building local capacity through specialized in-country training programs, providing scholarships, and creating opportunities for exchange visits.

**KEY ACHIEVEMENTS**

The Egypt-USAID partnership in education has created an important, multifaceted legacy. This legacy offers a foundation of educational achievements on which future progress can be built. Discussion of each legacy area is divided into four parts:

- **Definition and Importance** defines the particular legacy area and clarifies the rationale for documenting it.
- **Evidence of Progress** describes Egypt’s progress in the particular legacy area.
- **USAID’s Role in the Progress Achieved** describes how USAID supported and contributed to this progress.
- **Toward the Future** suggests items that may merit further attention as Egypt moves forward.

Young men enhancing their skills in a Technology for Improved Learning Outcomes project school in 2008. Active learning opportunities funded by USAID have helped Egyptian youth realize their potential.
**ACCESS AND GENDER EQUITY**

**Definition and Importance**

Access to school is vital to achieving a quality education, although access alone does not guarantee a quality education. This document uses the term broadly, meaning access to both school and other activities that promote learning, such as life skills classes or watching quality children’s television programming. Ensuring access to quality education is essential to producing effective citizens with the skills needed to lead productive lives.

Gender equity is an important component of access. Traditionally, the term has been used to refer to the need to get more girls into school. Considerable research around the world has shown the importance of educating girls and women: Their own education has a marked influence on their children’s health and education. Education ensures that women become more capable citizens who can make positive contributions to social and economic development. It is also clear that boys, who have sometimes been overlooked, need a quality education as much as girls do. Thus, gender equity has come to mean equal access to quality educational experiences for both boys and girls.

**Evidence of Progress**

Providing equitable access to education has been a priority of the Egyptian Ministry of Education (MOE) for decades. According to the 1971 Constitution of Egypt, education is a basic right, all stages of education are free in the state institutions, and eradicating illiteracy is a national duty.

Over the past three decades, enormous efforts have been made to improve access and reduce the gender gap in education. In 1981, grades 1 through 9 became compulsory. From 1992 through the 2000s, the MOE and partner donors, together with the National Council for Childhood and Motherhood and other government agencies, established a number of initiatives to provide education for girls and hard-to-reach children. These initiatives created a type of education known as Community-Based Education, which includes girl-friendly and community schools, schools for street children, one-classroom schools, and small schools. Progress has included notable increases in enrollment rates in primary and secondary education, in the number of government schools, in adult literacy rates, and a decrease in the gender gap.

**Approaching Universal Access in Primary Education:** Egypt has made remarkable progress in getting children of primary-school age (ages 6 to 11) into schools. Their enrollment almost reached full inclusion in 2009. Though disparities remain in pockets of the country, at the national level girls’ enrollment increased nearly two-fold between 1970 and 2009 (Figure B).

Successful efforts to improve girls’ participation in primary education are shown by the decline in the difference between girls’ and boys’ enrollment rates; this gender gap fell from 15 percent in 1990 to 4 percent in 2009.

**Expanding Enrollment and Reducing the Gender Gap in Secondary Education:** Marked progress was also made at the secondary education level, which in Egypt includes preparatory and secondary schools (ages 12–17). From 1970 to 2004, enrollment at this level increased substantially to 79 percent, though it decreased slightly in 2009. Both
boys and girls achieved large gains (Figure C).

Nationwide, the gender gap in secondary education plummeted from 18 percent in 1990 to 2 percent in 2009. Yet the gains are uneven among governorates. In Matrouh governorate, for instance, more boys than girls are enrolled in secondary schools, while in Demitta governorate the opposite is true.\(^\text{22}\) Research in 2010 indicated that barriers to girls’ education are still prevalent in rural pockets of the country. Observations from local stakeholders, however, suggest that a possible counter trend may be emerging in some areas where boys are sent to work while girls go to school.\(^\text{23}\)

**Growth of Government Schools:** To accommodate the increase in enrollment, school construction received considerable attention from the Egyptian Government and the donor community during the last three decades. The number of primary schools almost doubled, from an estimated 10,000 in 1976 to nearly 20,000 in 2009–10.\(^\text{24}\) The total number of government schools for all levels (pre-primary, primary, preparatory, secondary, and community education schools) increased significantly, from approximately 26,000 in 1994–95 to more than 38,000 in 2009–10.\(^\text{25}\)

Naturally, with the growth of public schools, the number of classrooms increased. Nonetheless, average class size, an important input to quality education, was higher than desired at about 45 students per public primary-level class in 2008–09. Egypt’s goal is a class size of 38 by 2012.\(^\text{26}\)

**Improving Literacy Rates:** There has been a steady increase in adult literacy rates (ages 15 and above). The percentage of adults who could read and write increased from 43 percent in 1976 to 66 percent in 2006. In the same 30-year period, women achieved particularly significant gains: The literacy rate for women increased from 29 percent to 58 percent.\(^\text{27}\)

In summary, Egypt has made enormous strides in expanding access and improving gender equity in both primary and secondary education.
USAID’s Role in the Progress Achieved

“The new school [funded by USAID] has transformed our families, our daughters and our lives.”
–LOCAL IMAM AND MEMBER OF SCHOOL GOVERNANCE ORGANIZATION

USAID has been a major partner in supporting Egypt’s successful efforts to improve access and gender equity. In the early years, the focus was on building schools in order to broaden desperately needed access to basic education. Although construction continued, addressing equity and quality issues and including the community as a partner in educational improvement have become paramount since the 1990s. USAID, therefore, has supported the development of programs appropriate for girls and young women as well as for boys, and has provided even broader access to learning through a highly popular educational TV program.

School Construction: USAID’s support for school construction and renovation started in 1981. Construction efforts initially targeted governorates with enrollments that were particularly low for rural populations and for girls. By the early 1990s, a total of 1,947 schools had been constructed throughout Egypt with USAID funding, providing seating for roughly 1 million students per year. A study conducted for USAID showed that after the initial year of construction, first grade enrollment increased, on average, by 18 percent more than expected, with an even greater increase for girl students. In the 2000s, an additional 109 primary, preparatory, and secondary schools were constructed with USAID support, mainly in Upper Egypt, adding a total of 1,312 classrooms to the system. USAID also provided equipment and furniture for the new schools and, in some instances, endowment funds for future maintenance.

School construction and placement decisions were based on thorough
research showing concentrations of girls who did not attend schools in rural communities in Upper Egypt. Many schools with a special focus on education for girls were built in these communities. USAID consistently supported studies investigating where schools were needed, what types and sizes of schools were needed, and what cultural and pedagogical traditions were relevant. Lessons learned from previous projects led to continual improvements in planning.

Table 2. Access Highlights in Numbers (1981 to Present)

<table>
<thead>
<tr>
<th>Description</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools constructed, particularly in rural areas</td>
<td>2,056</td>
</tr>
<tr>
<td>Schools renovated</td>
<td>15</td>
</tr>
</tbody>
</table>

Working together with the Egyptian Government, USAID carefully coordinated school design and construction so that schools built with USAID funding adhered to the General Authority for Educational Buildings standards and would be assimilated smoothly into the Egyptian public school system. In the 2000s, USAID-funded schools were built with great efficiency using low-cost designs.

Promoting Gender Equity for Girls: Further USAID research determined that the major reasons why girls did not attend school included cultural traditions suggesting that (a) girls need to be sheltered, (b) schooling is expensive, and boys have priority in a poor family, (c) girls do not need and will not benefit from school attendance, (d) girls are needed to help out at home, and (e) girls should not walk long distances and attend school with boys. In light of this research, USAID developed programs to involve girls in their own learning, help them feel successful, and motivate them to stay in school.

USAID also designed innovative solutions to provide schooling for large numbers of out-of-school girls over nine years old, the highest age at which Egyptian children could enter primary school. Working with local communities and the MOE, USAID established 267 innovative, multi-grade schools that mix 9- to 12-year-old girls in just one or two classrooms. USAID also provided support for other schools in the government’s One Classroom School program. Many girls have expressed gratitude for these programs; some say that without these programs they would have missed their chance to go to school. These schools flexibly permitted girls to be absent when needed at home and to accelerate their learning. This allowed girls who made rapid progress to pass exams and enter preparatory school at or close to the typical entrance age (Story I).

USAID’s efforts also targeted older girls and young women. Programs in literacy and life skills, such as health, environmental, and vocational education offered these young women an array of skills and opportunities. An impact study found that these classes had a positive effect on the knowledge, attitudes, and behaviors of participants. The study also showed that parents believed that participation had enhanced their daughters’ school performance and social skills. In all, more than 100,000 girls and young women benefited from these programs.

“Now I can help my daughter with her schoolwork.”

- STUDENT IN LITERACY AND LIFE SKILLS CLASS

Scholarships: Many girls had access to a school, but were prevented from attending by their poverty. Therefore, in collaboration with the MOE and local civil society organizations, USAID provided 185,000 scholarships to underprivileged girls. After the discovery that some families would not send their daughters to...
Success Story 1: Reaching Out to Girls Who Almost Missed Their Chance

“I did not come to school to be literate only; I want to learn and increase my knowledge. I want to go to university and learn how to become a good teacher, so that I can inspire other girls to go to school and fulfill their dreams,” said Amal Ashour, a 14-year-old in Beni Menein village, Beni Suef. Schooling has given Amal confidence and the ability to view herself as a role model for others.

But Amal almost didn’t go to school. “[M]y father was against my education,” she explained. “He did not see any value in it. To him, I was more valuable going to the field and getting 15 Egyptian pounds a day.”

Amal was given a chance, however, when her community established a multi-grade school. Part of a USAID-funded project for older out-of-school girls, these innovative, girl-friendly schools were set up anywhere space could be found. Community members wanted to accommodate traditional values and create the right conditions—schools close to home, girls-only enrollment, and female-only instructors—to motivate parents to enroll their daughters. The education was free and flexible scheduling accommodated girls’ household responsibilities. According to students, facilitators, and parents’ associations, multi-grade schools were essential in meeting critical access needs.

Amal excelled in school, where creative methods taught students to work cooperatively and helped them develop self-confidence. Another beneficiary of these schools, Minia, a graduate from Tuna Al Gabal School, said with conviction, “If you compare me to a girl who never went to school, you will see that I can express myself freely while she is silent, has no contact with life, and feels life is boring.” Amal, Minia, and other students also acquired a variety of practical skills. “I learned how to cook… and produce nice needlework that I can sell and help myself. Even my father is happy with my performance,” Amal said.

Parents increasingly praised daughters for their knowledge, and parents’ associations became supporters of girls’ education. Amal’s graduation and subsequent enrollment in preparatory school had a huge impact on her family and will also affect her community. “My father decided to send the rest of my siblings to school regardless of their gender,” Amal said. “I am very happy they will have a chance like I had.”

Promoting Gender Equity for Boys:
As progress was made in increasing girls’ participation in education, it became clear that many boys also needed assistance.
Like girls, boys benefited from USAID-funded efforts that promoted opportunities for active participation in their own learning. There was also an increasing awareness that if boys were educated in gender awareness, they would realize the value of gender equity, and would more likely support their sisters, mothers, and wives in their struggle for equality. USAID projects have therefore included boys, even when the projects were focused on girls. In addition, during the 1990s, a special non-formal educational program specifically for boys reached over 17,300 boys and young men from 12 to 20 years of age. This initiative focused on reproductive health, gender sensitivity, and life skills.37

**Increasing Access Through Media-Based Instruction:** Efforts to increase access and gender equity went beyond traditional means. In 1997, USAID partnered with the Ministry of Education, the Ministry of Information, and Al Karma Edutainment, a leading media provider in the Arab world, to produce Egypt’s version of Sesame Street, *Alam Simsim*. The show introduces millions of young learners to early literacy and numeracy; the importance of girls’ education, health, and safety; and the concept of tolerance. In 2010, according to USAID, more than 99 percent of children under age 8 in urban areas and 86 percent of those in rural areas regularly watched this popular television show, which combines education and entertainment.38 The collaboration also included capacity building with the objective of sustaining efforts beyond USAID funding (Story 2).

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<thead>
<tr>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Girls’ scholarships provided</td>
<td>185,000</td>
</tr>
<tr>
<td>Multi-grade schools established</td>
<td>267</td>
</tr>
<tr>
<td>Existing multi-grade schools supported</td>
<td>26</td>
</tr>
<tr>
<td>Second-chance classes established for girls age 14 and older</td>
<td>92</td>
</tr>
<tr>
<td>Girls and young women receiving life skills and reproductive health education*</td>
<td>76,993</td>
</tr>
<tr>
<td>Boys and young men benefiting from male-focused programs</td>
<td>17,359</td>
</tr>
</tbody>
</table>

*This figure includes girls and young women benefiting from USAID-funded projects delivering life skills and reproductive health education only.

Boys learning useful skills in a Technology for Improved Learning Outcomes project school in 2008. Boys and young men were also targeted by USAID education efforts in Egypt.
Success Story 2: Alam Simsim Spreads Learning, Increases Aspirations

Fatma, a little girl in Cairo, wants to grow up to be a lawyer. That would mean going to college. Fatma has been inspired by Khokha, one of three Muppets who star in the Egyptian version of Sesame Street, Alam Simsim. “Khokha always talks about going to school and about how great it is,” Fatma said, describing the inquisitive pink Muppet with a passion for learning as “a girl like me.”

Children all over Egypt are excited and learning from Alam Simsim. Through the experiences of Khokha, her two male Muppet friends, and engaging human characters, Egyptian children are taught basic literacy and math skills, and health, hygiene, and environmental practices. Alam Simsim also emphasizes girls’ education, a central aspect of Egypt’s educational goals. When Khokha imagines what she might grow up to be—a doctor, a lawyer, an astronaut, or a truck driver—she helps broaden boys’ and girls’ ideas about women’s role in society.

Recent studies show that children who watch Alam Simsim make significant gains in primary school skills, as well as in nutrition and health practices. It also has helped to change attitudes about gender roles. More than 6 million children watch the show each week. Alam Simsim is also popular with mothers: 54 percent watch the series regularly.

Another aspect of Alam Simsim’s triumph lies in teaching children to believe in their own and each other’s aspirations. Al Karma Edutainment embraced several principles of gender equality in programming. Alam Simsim director Amr Koura explains: “We provide the necessary tools to help the viewers, especially at a younger age, to look positively towards the future and allow them to succeed in the very competitive world.”

Toward the Future

- School enrollment is excellent at the primary grades—almost all children are now enrolled—but enrollment declines steadily after primary school even though attendance is compulsory through grade nine. The highest dropout rates are at the preparatory and secondary levels. Ongoing efforts will be needed to further expand enrollment, particularly at the higher levels, and to ensure that low-income students are given access to education.
- There is a continuing need for careful planning and budget allocation to meet the demand for more equitable distribution of schools and classrooms across the country and to respond to diverse realities in the different governorates.
- Attention is still needed in some rural areas where significant gender imbalances remain at the primary level. This is also true at the preparatory and secondary levels, where girls’ enrollment is actually higher than boys’ in some areas, but much lower than boys’ in others. Continued research is needed to understand the reasons behind these disparities and to devise strategies to address them.
COMMUNITY PARTICIPATION

Definition and Importance
In the early 1990s, community participation gained prominence because of accumulating evidence that it can help to improve the relevance and quality of education. Ideally, it means involving community members in all aspects of the educational process, including decision-making affecting their schools. When local men and women are actively involved in education, governments are better equipped to address constraints to access and equity, and to improve the education delivered. Participation is valuable because it builds capacity at the local level to advocate for and sustain improvements.

Community participation includes the involvement of parents and a wide range of other actors such as school governance organizations, formal and informal civil society groups, and private-sector institutions and businesses.

Evidence of Progress
Over the years, the Egyptian MOE has increasingly encouraged community participation in education. Establishing mechanisms of collaboration between schools and communities has been a cornerstone of this strategy, which aims to improve educational quality and enhance the culture of democracy in Egyptian schools. This approach also promotes decentralized management and can encourage private-sector contributions to education.\(^{42}\)

In the 1960s, the MOE established Parents and Teachers’ Councils in Egyptian schools to promote community involvement. The MOE continued to foster these organizations, and in the 1990s, their responsibilities were expanded, including their role in promoting democracy and participation in schools.\(^{43}\)

Boards of Trustees (BOTs) evolved from Parents and Teachers’ Councils and were introduced in Egypt in 2001. By the middle of the decade, the MOE institutionalized these school governance organizations, which were created in schools across the country. The BOT’s membership structure and its role and responsibilities in the educational process and school management were clearly defined (Figure D).\(^{44}\)

The MOE also created mechanisms for involving civil society groups in education. In 1999, two new departments were established at the MOE to support participation by these groups: the Department of Community-Based Education, and the Department of Non-Governmental Organizations.\(^{45}\) New entities were also established at the Muddiraya (governorate) and Idara (district) levels of the system for the same purpose.\(^{46}\)

![Figure D: Board of Trustees (BOT) Membership at School, Idara, Muddiraya, and Central Levels](source: Education Reform Program (ERP) II, 2008, p. 35.)

Source: Education Reform Program (ERP) II, 2008, p. 35.
Within this framework of cooperation, non-governmental organizations have been allowed to establish community-based schools, such as one-classroom schools and small schools, since 2000. In 2002, the MOE established a committee to coordinate jointly implemented projects, address obstacles facing these projects, and enhance cooperation.\(^\text{47}\)

Subsequently, the MOE coordinated a broad-based process that led to the publication of the National Standards of Education in Egypt in 2003.\(^\text{48}\) One of the key areas of the National Standards addressed community participation. Communities were mobilized to support school improvements, and civil society groups were encouraged to participate in and provide support for local schools.\(^\text{49}\)

In 2007, the MOE further emphasized the importance of decentralized school governance and community participation: Egypt’s National Strategic Plan for Pre-University Education was issued, highlighting the principle of school-based management and good governance through BOTs and local community participation.\(^\text{50}\)

Partner donors have supported Egypt’s remarkable progress in fostering community participation. This local involvement has enabled community members and other stakeholders to play a larger role in improving the quality of education delivered to Egyptians.

**USAID’s Role in the Progress Achieved**

*“The Board of Trustees was not active before, now it is active. Now we are more effective; we know our roles and responsibilities.”*  
—BOT MEMBER IN USAID-SUPPORTED SCHOOL

Since the 1990s, with the increased awareness of the importance of community participation in education, USAID has supported Egypt in its efforts to create partnerships with civil society groups and communities.

**School Governance Organizations:** USAID designed and tested innovative models of community participation, and use of proven models has expanded over the years. Establishing school governance organizations, building their capacity, and supporting their work were essential aspects of these models.

In partnership with the GOE, USAID established and trained Community Education Teams—voluntary organizations responsible for mobilizing community support for the education of women and girls. Many women were involved as members of Community Education Teams.\(^\text{51}\) One of the main activities of these organizations was to facilitate land donations for the construction of new schools. Community members were actively involved in site selection, approval, and construction. These were usually long processes that produced powerful outcomes: the commitment of communities to the schools they helped build and a strong sense of ownership and enthusiasm. A 2010 study confirmed that these ties remain strong in several sites.\(^\text{52}\) Donations included much more than just land. From 2000 to 2003, for example, Community Education Teams raised substantial amounts of money—nearly 10 million Egyptian pounds in community donations, including the value of land, buildings, cash, rooms for educational use, and other in-kind contributions.\(^\text{53}\)

Community Education Teams were also asked to identify sites in the community for establishing multi-grade schools. These efforts contributed greatly to the country’s success in narrowing the gender
gap in education in Upper Egypt, where gender disparities were high.

Since 2000, USAID has worked closely with the MOE’s One-Classroom Schools Department to establish 84 Parents’ Associations to support multi-grade schools and serve as models for similar initiatives. These community-based entities ensure the sustainable development of the schools they assist.

Boards of Trustees were first formalized by Egypt in a USAID-funded initiative to decentralize school management; the initiative’s success led to the establishment of BOTs in schools nationwide. Some 492 BOTs and/or Parents and Teachers’ Councils were established or strengthened in USAID-supported schools. Many of these organizations had existed formally, but had not been functioning. They were activated, given intensive training, and equipped with procedural manuals and guides developed for their use. Perhaps most important, USAID’s work with these organizations helped institutionalize proven approaches that the Government of Egypt can build on.

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<tr>
<th>Description</th>
<th>Achieved</th>
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<tbody>
<tr>
<td>Boards of Trustees and/or Parents and Teachers’ Councils established or strengthened</td>
<td>492</td>
</tr>
<tr>
<td>Parents’ Associations established</td>
<td>84</td>
</tr>
<tr>
<td>Civil society organizations strengthened</td>
<td>457</td>
</tr>
</tbody>
</table>

USAID supported democratic elections of parents and other community members to serve in school governance organizations. High turnout of voting parents (at times recorded at 66 percent or more) reflected parents’ willingness to be involved and confirmed the success of awareness-raising and training efforts. Reports indicated that elections generated great enthusiasm among both school officials and community members, some of whom pointed out that it was the first time they had witnessed school governance organizations’ elections using
a transparent process. These electoral processes clearly helped to promote a more democratic environment in Egyptian schools.

“This is the greatest involvement we have ever seen in any election in our community. Many parents and community members want to be elected to [serve in] the Parents and Teachers’ Council.”

—PARENT IN USAID-SUPPORTED SCHOOL

To create a basis for sustainability, USAID went beyond the school level to provide institutional support for community participation. In the late 2000s, capacity building was provided to units at the governorate and district level, and in particular to the Social Work Departments that housed BOT Support Teams. A total of 1,250 social workers and social worker supervisors were trained. The investment of this USAID effort directly benefited USAID-supported schools and indirectly assisted many governance organizations in schools across the country.

**Reaching Out to Civil Society Groups as Partners in Education:** As the drive to give voice to local organizations gained momentum, USAID provided direct assistance to Government of Egypt efforts to empower these groups. USAID partnered with over 450 civil society organizations to deliver educational services, including non-formal education, adult literacy classes, early childhood classes for parents, and scholarship programs for girls. To offer these services, non-governmental organizations and community development associations received comprehensive training. Strategies used to create strong organizations capable of sustaining activities beyond USAID funding included building fundraising capacities and, in some cases, providing income-generating grants. These initiatives reportedly inspired some beneficiaries to start organizations of their own.

**Rallying Communities Around School Improvement:** The National Standards of Education in Egypt provided a clear path for achieving educational quality. In collaboration with the GOE, USAID developed the *Egyptian School Quality Manual*. The manual contains school-level procedures for conducting annual self-assessments based on these national standards, and for preparing and implementing school improvement plans based on the needs identified. USAID provided training for education professionals from various levels of the system and for the district-level Technical Support and Quality Assurance Units that were charged with supporting schools in these processes. A total of 2,380 district staff members were trained and will continue to assist schools across the country.
USAID also sponsored three rounds of a popular contest among schools to promote the effective implementation of Egypt’s National Education Standards. This initiative generated much enthusiasm, resulting in donations of USD 5 million in cash and in-kind contributions for school improvements. Between 2006 and 2009, some 10,500 primary and preparatory schools participated in this contest. A 2010 study indicated that this effort mobilized communities toward quality improvements and laid the groundwork for Egypt’s new system of school accreditation.

Forming Community Leaders:
Capacity building was one of the hallmarks of USAID’s efforts to spur community participation in the educational process. Training enabled community members to organize and support formal and non-formal education, mobilize resources for their schools, participate actively in decision making, and advocate for needed changes.

The inclusion of women in school governance organizations is another major accomplishment, especially in communities with high gender barriers. USAID raised awareness of the importance of women’s participation and provided training to develop their leadership skills (Story 3). Though the number of elected women is still low, they are gaining increased representation. Reported figures for 2008 on membership by gender for a specific USAID-funded project show that women were 9 percent of the members in primary school BOTs and 6 percent in preparatory school BOTs. In Parents’ Associations, they comprised 42 percent of the members.

Leveraging the Support of the Private Sector: USAID encouraged public-private partnerships to leverage private-sector contributions for educational improvement. From 2007 to 2011, for example, cooperation with 13 firms generated contributions exceeding USD 9.4 million to provide technology to Egyptian schools.
Success Story 3: Mobilizing Communities Makes a Difference

According to Ms. Nahed Salah, a mother of four in the Gendeya Community, Minia, it may only take a little encouragement to transform a skeptical parent into an enthusiastic participant, who can then motivate other parents to embrace participation. Ms. Nahed thought the local school administration was unapproachable. But she accepted an invitation to a General Assembly meeting at her children’s school. She had heard about the efforts, funded by USAID, to encourage women and communities to get involved in their children’s education. When Ms. Nahed sat among women at the meeting, she decided she wanted to participate, and declared: “I want my name to stand for the Board of Trustees membership. I am hoping to know all the goings-on of the school and to serve as an active individual with the school staff.” Not only did Ms. Nahed win the election, she started to encourage women in other school communities to participate as well.

Working together, school governance organizations, school administrators, and other community members like Ms. Nahed can often find innovative solutions to educational challenges. The rural village of al-Selsela in Minia is a good example. Many girls like Mona Gomaa dropped out of school after grade six: The nearest preparatory school was 5 km away and their fathers would not permit them to walk so far. The local Board of Trustees, Community Education Team, and primary school administrators (who had received training through a program funded by USAID) designed an action plan to hold temporary classes to ensure their children had access to school. “Finally our hope for preparatory education for our daughters has come true,” rejoiced Mr. Hussein Mostafa, the primary school principal. But there was still no way to bring the teachers to the remote community. “The Board of Trustees offered a solution,” said Mr. Hussein. “They rented a vehicle to drive teachers daily between the mother village and the school.” He added proudly, “Mona was among the first to show up in the school.” With five classes serving 129 girls and boys, al-Selsela is evidence of the positive impact of community participation on the educational process.

Toward the Future

- Great strides have been made by the Government of Egypt in institutionalizing, activating, and equipping a number of school governance organizations with the skills and tools they need to fill their roles. These newly empowered, school-based organizations will continue to need support to fulfill their mandate, and become fully involved in school governance.

- Ongoing efforts will be needed to involve more parents in education in Egypt’s schools. Their enthusiasm and participation in school improvement and accreditation efforts are encouraging signs, as is the participation of women in the school governance process. Focused efforts will be needed to maintain parental participation, attain gender balance in school governance organizations, and amplify the voice of women in the education process at the school level.

- The participation of civil society organizations and the private sector in Egyptian education has proven effective. Encouraging collaboration between these organizations, for example by connecting school Boards of Trustees with civil society groups, has the potential to magnify the positive results achieved thus far. Continued outreach to the private sector will also help forge new alliances and strengthen existing public-private partnerships.
PROFESSIONAL DEVELOPMENT

Definition and Importance

Professional development is the advancement of skills or expertise needed to succeed in a particular profession. The term is now increasingly used instead of teacher training, which tended to imply that teachers were passive recipients of training (both terms are used interchangeably here). Professional development suggests the active involvement of the individuals who are developing, and in this sense, mirrors the educational process desired for students: active involvement in their own learning.

Research has increasingly shown that the single most important factor in providing quality education is the teacher. Effective, long-term professional development, building on the quality of the initial preparation of teachers, is essential for enabling teachers to provide an education that promotes students’ curiosity and engagement. Professional development is used here in its broadest sense. In addition to teachers, it includes opportunities for professional growth of other educators who may work outside the classroom, such as principals, supervisors, and other staff members of schools, districts, governorates, and the MOE central offices. In addition to formal training sessions, it includes formal and informal networks of professionals, such as teacher circles, and other opportunities in which educators work together to solve problems or to assist new staff members. Professional development also includes provision of materials, supplies, and equipment that teachers need to deliver quality education.

Evidence of Progress

Improving the professional expertise of educators has been a goal in Egypt since the 1970s. After the rapid expansion of the educational system, cooperative international efforts were initiated under President Sadat’s “open door policy,” which encouraged donor investment in public education and teacher training. In 1977, only 49 percent of an estimated 200,000 teachers and administrators were educated in teacher training institutes; others were not certified. In response to the critical need for qualified teachers, during the 1970s and 1980s, the MOE worked with donors to increase and improve the training of primary, secondary, and technical teachers.

Meanwhile, the extension of compulsory education to include primary and preparatory levels increased the student population. In order to meet the increased demand for teachers and to improve their qualifications, a program for teaching basic education was opened in 1983 in all teacher education colleges in Egyptian universities. By 2009–10, 80 percent of teachers in MOE schools had education degrees and the remaining 20 percent of teachers had degrees in disciplines other than education.

During the 1990s and the 2000s, the MOE continued to expand opportunities for educators. Several authorities and organizations were established to support the educational system and offer professional development, including the National Center for Examinations and Educational Evaluation, the Center for Curriculum and Instructional Materials Development, the Technology Development Center, and the Central Directorate for In-Service Training.

From the mid-1990s to the mid-2000s, over 1 million educators received in-
service training in Egypt. A number of others received training abroad. In addition, video-conference training networks were established in 1996. These networks use 72 regional training sites and serve up to 8,000 trainees at the same time. By 2007, more than 1 million teachers had been trained through video-conferences.

Starting in the 1990s, the MOE put a major focus on improving the quality of education delivered in Egypt. Three national education conferences held in that decade recommended that training programs during the 2000s focus on new teaching strategies: active learning and student-centered approaches, use of technology in classroom practice, and the comprehensive assessment of students based on exam scores and student activities. The MOE introduced active learning techniques and comprehensive assessment at all levels of primary education and extended their implementation to the preparatory level in the school year 2011–12. It has also provided computers to schools and trained teachers in their use.

In order to improve the social and economic status of educators, in 2008 the MOE implemented a Teacher Cadre—a merit-based licensing and promotion system that serves teachers, supervisors, administrators, and school support staff. The cadre also seeks to address specific system issues, such as reducing the large number of teachers leaving teaching for higher-paying administrative posts and encouraging excess administrative staff to return to teaching. The total number of non-teaching staff decreased by about 14 percent in just 12 months—from nearly 560,000 to just over 480,000 between 2008–09 and 2009–10 (Figure E).

In addition, a Professional Academy for Teachers was established in 2008 to improve the quality of the professional development system and to develop the capacity of all educators. The responsibilities of the new academy include managing the implementation of the Teacher Cadre, certifying training providers, and licensing teachers.

Figure E: Total MOE Teaching and Non-Teaching Staff 2005–2010


USAID’s Role in the Progress Achieved

Over the course of the partnership, support for professional development gradually evolved from a focus on short-term training on specific topics to increasingly more sophisticated and longer-term professional development programs.

From Targeted Training to Greater Focus on Improving Teaching Practice: USAID’s educational training targeted specific needs in the earlier years of the partnership. In the 1980s, USAID trained teachers to use and maintain the equipment provided in the new schools. In the following decade, USAID supported the MOE’s One-Classroom School Program in adapting the curriculum and developing manuals, materials, and assessment systems. Capacity building of supervisors prepared them to train and support multi-grade school teachers. In the first half of the 1990s, USAID
partnered with the MOE and the Binational Fulbright Commission in Egypt to improve the quality of English language instruction offered in Egypt. The successes of this effort led to substantial follow-on training.\textsuperscript{78}

In support of the GOE’s increased effort to improve educational quality in the 2000s, USAID’s professional development goals focused on advancing teaching practice and creating an environment in which changes could thrive and be sustained. Specific objectives included helping teachers to improve their planning and classroom management skills, and to incorporate the use of active learning methodologies needed to produce eager, active learners who can think critically and solve problems effectively. It became increasingly clear that achievement of these goals required major changes in behavior for many teachers and long-term effort for changes to reach higher levels.

Research indicates that teachers in the process of changing their classroom practice typically go through several stages. Initially, their changes are quite superficial, but as they progress into the intermediate stage, they acquire an increasingly deeper understanding of the active learning approach. In the advanced stage, teachers have mastered a variety of specific strategies from which they can choose to meet students’ varying needs. In 2010, a review of major USAID projects offering professional development since 2000 found that the training was based on the latest research and included characteristics essential for helping teachers make changes in their teaching paradigm (Story 4).\textsuperscript{79}

Since the start of the partnership, more than 132,000 educators received training funded by USAID. Although this is an impressive number, the numbers do not tell the whole story. Much more important is the extent to which the training meets its goals. USAID has made extraordinary strides in this regard. In USAID-supported schools, teachers have worked with coaches who assisted them in applying new approaches, and have met in Teacher Learning Circles to discuss their successes and problems. They have learned how to use active learning methods to teach content in specific subjects. School administrators and supervisors have been trained to assist teachers in making desired changes in their classroom practice and to use class management and other skills to create the supportive environment needed to foster and sustain changes in teaching practice.

USAID also worked with the MOE in developing and implementing measures to monitor degrees of change in teacher performance toward desired behaviors. The USAID-supported Standards-Based Classroom Observation Protocol for Egypt (SCOPE) is a tool that enables supervisors to rate the extent to which desired teacher and student behaviors are present during a classroom observation. Observations with SCOPE have indicated that, in USAID-supported schools, many teachers have made the vitally important first step of letting go of their traditional practices and trying out more effective strategies. These teachers, with continued support, will be able to continue towards mastery of the desired methodologies. The most recent assessment results from one USAID-funded project, for example, show changes in teacher performance to higher levels, indicating increasing mastery in effective classroom management, collaborative learning, and creating an active student-centered environment.\textsuperscript{80}

**Providing the Tools Needed to Improve Teaching:** To achieve higher teaching outcomes teachers need not only training, but also improved tools. In the 2000s, USAID partnered with the GOE to provide an array of new teaching tools.
Senior math teacher Amer Abdel Meguid from Reeda Preparatory School says that teacher training and subsequent in-school coaching not only enhanced his own pedagogical practices, but also improved those of his whole school. Mr. Meguid and the other teachers received training in student-centered, active learning strategies, as well as in-school coaching, through a program funded by USAID.

Until recently, teachers were using the same teaching methods that their own teachers employed. “Vital teacher-student interaction was not encouraged and students didn’t participate or interact enough in classes to achieve the desired educational development,” Mr. Meguid said. At first, many educators were skeptical of the new methodologies, but some teachers and administrators embraced the new approach as a means of improving instruction and achieving better educational outcomes. This change in attitude occurred in other schools as well. Qufaada Preparatory School in Minia is a good example. After taking a course in active learning and classroom management techniques, the school’s principal, Mr. Abel Zim Mohamed, said that “all doubts transformed into a strong will and determination not only to apply such new skills, but to transfer this new learning to all the teachers in my school.”

At Reeda Preparatory School, new teaching methodologies were consolidated and reinforced by in-school coaching. “Most of this new learning might have faded had it not been for the coaching,” said Mr. Meguid. Coaching occurs when same-subject teachers get together in weekly meetings to share experiences, ideas, and even critiques of teaching performance. The teachers even invited the district-level supervisor to join their meeting. In the words of a teacher from another school, coaching has been widely instituted; it has “created a learning community… Before we all worked alone; now we have teams and cooperate with each other.”

Improved instruction has positively affected student outcomes. Student test results at Reeda Preparatory School are 15 percent higher this year than last year. “This tells us we’re on the right track,” said Mr. Meguid. “Now, we are keen to sustain these coaching meetings and search for new and enhanced teaching trends throughout our professional career.”

Supplemental materials, such as specially designed instructional kits, helped teachers reinforce students’ active involvement. USAID set up and equipped 29 Learning Resource Centers for teachers across Egypt’s governorates. These centers all included computer laboratories, professional libraries, an
ample selection of science equipment and kits that could be checked out by teachers, and “make and take” rooms containing resources with which teachers could create supplementary materials.\textsuperscript{84}

In support of the GOE’s increased focus on the use of technology in schools, in the 2000s all major USAID-funded projects have provided computers for educational purposes. Some 98 Information and Communications Technology Centers were given to schools through USAID’s Global Development Alliance and the Vodafone-Egypt Foundation, a successful example of a public-private partnership facilitated by USAID.\textsuperscript{85} In many schools, computer laboratories have been opened to parents and community members, often for modest fees that help defray maintenance costs, thus extending the benefits of technology beyond the targeted schools.

“A 70-year-old woman in a remote area now comes to the school to communicate with her son via the Internet.”
–IDARA (SCHOOL DISTRICT) OFFICIAL

USAID has devoted significant resources to the use of technology to improve the quality of teaching, learning, and school management. Using an innovative model that involves training teachers from within schools to transfer knowledge to their peers, USAID has equipped schools with white boards and computers used in laboratories or classrooms. USAID provided more than 4,000 computers, in addition to those in the Learning Resource Centers and Information and Communications Technology Centers. The goal is to make use of technology as an integral part of the learning experience and to take full advantage of the unique possibilities provided by computer software to more creatively design and deliver lessons. This initiative has generated great enthusiasm among teachers, students, parents, and community members alike (Story 5). In addition, between 2009 and 2011, USAID collaborated with the MOE in developing course material and piloting a free, open-source, online Learning and Course Management System called “Moodle” that can be used in delivering online training to teachers.\textsuperscript{86}
In the 2000s, the GOE embarked on a campaign to promote a strong reading culture among Egyptian children and youth. The goal was to create a generation of readers well equipped to meet the challenges and reap the benefits of life in the 21st century. In 2005, USAID partnered with the GOE in this effort. The Agency implemented a nationwide initiative that provided over 24 million extracurricular books to 39,000 primary, preparatory, and secondary schools in all 29 governorates of Egypt over a three-year period. Over 2 million oversized books were included, some featuring Alam Simsim characters, to enrich the reading program in grades K, 1 and 2. The initiative provided training for librarians and teachers—which the MOE then continued on a broader scale—and enhanced the capacity and efficiency of the Egyptian publishing industry.

The emphasis on reading also focused on improving early grade reading instruction. USAID supported the Early Grade Reading Assessment, which was adapted for the Egyptian context and language, and administered to a baseline sample of second-grade students in Upper Egypt in 2009. Results indicated that improvement was needed in early reading instruction. USAID provided professional development to equip teachers with effective, research-based methodologies for teaching reading in the early grades, accompanied by specialized materials. The second application of the assessment, in 2011, revealed improvements in the test scores of second-grade students. Students

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**Success Story 5: New Technology Sparks Enthusiasm and Facilitates Active Learning**

Egyptian students are more excited about attending school since the introduction of computer technology. As Mr. Haris Saide, the father of a student in El Boor School, said, “Gehan is much happier about school and even more eager to learn. The new resources have sparked her enthusiasm.”

El Boor School is one of many schools in Egypt that have received computer technology funded by USAID.

Fateh Alia Mahmoud, a teacher at the Dar el Salaam Primary School in Fayoum, describes vast changes in her classroom: “In the past, I have only used a chalk board and the few books supplied by the government. Now, thanks to The Best of Edmark program, I have colorful resources to help me teach. My students find the program exciting. They love the bright colors, the sounds.”

The Best of Edmark program in Arabic, which includes computer software for teaching reading, math, science, and skills like telling time, has been installed on more than 2,000 school computers.

Technology has greatly expanded teachers’ ability to implement active learning strategies. “The active learning training along with The Best of Edmark software has helped me vary my teaching style greatly,” said Ms. Najat, a grade three teacher in El Roda School. The introduction of computers and innovative teaching methods has also encouraged collaborative learning. As Mr. Rizk Hussein, a grade six teacher in Beni Suef, explained, “Collaborative learning techniques help me reach more students. But the technology plays an important role. I can meet with each group without thinking the rest of the students will get distracted…They are all more engaged by the computer technology.”

Mona Mohamed Ali Robi, a grade two teacher in Fayoum added, “Initially trusting that the children would do the right thing was difficult, but now we see that the children are learning even more because they are happy and having fun… They teach one another.”
whose teachers had received the USAID training in research-based, early reading methodologies improved more on every measure from pre-test to post-test than students in comparison schools who had not benefited from the USAID program.  

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<tr>
<th>Description</th>
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<tbody>
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<td>Teachers trained</td>
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<tr>
<td>Facilitators trained</td>
<td>2,375</td>
</tr>
<tr>
<td>Administrators, supervisors and officials trained</td>
<td>11,527</td>
</tr>
<tr>
<td>Professionals trained in English language instruction*</td>
<td>47,802</td>
</tr>
</tbody>
</table>

**Toward the Future**

- It takes time and continued support for teachers to change from more traditional teaching approaches to command of active learning methodologies. Moving all teachers to desired levels of expertise in the methodologies advocated by the country’s education reform initiative will require strong initial preparation in the faculties of education and ongoing professional development of teachers. Continued training of supervisors and administrators is also crucial to strengthen the environment needed to support quality teaching.

- Important first steps have been taken in providing evaluation measures for teachers and students that reflect the goals of education reform. The new Professional Academy for Teachers can play a vital role in this process. This organization will need continued support to become fully functional in its ability to appraise educators and improve the quality of the professional development system.

- The increasing use of technology in teaching will continue to require special professional development offerings, not only in how to use new equipment and software, but also in how to effectively integrate technology with the desired active learning methodologies. The introduction of new teaching methods and technology in Egyptian schools suggests that the curriculum itself will also need continued attention in order to remain current and to effectively support Egypt’s reform goals.

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**Table 5. Professional Development Highlights in Numbers (1980s to Present)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Achieved</th>
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</thead>
<tbody>
<tr>
<td>Teachers trained</td>
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<tr>
<td>Administrators, supervisors and officials trained</td>
<td>11,527</td>
</tr>
<tr>
<td>Professionals trained in English language instruction*</td>
<td>47,802</td>
</tr>
</tbody>
</table>

*Not included in first three categories.

**Improving Professional Development Systems:** Support went beyond the lower levels of the system to assistance focused on systemic change. USAID worked with the MOE to develop placement tests and job descriptions for teachers in the newly developed Teacher Cadre. Over 300 test developers were trained and nearly 830,000 candidates took the cadre placement tests in August 2008, with a pass rate of 92 percent.  

USAID also cooperated with the MOE in establishing the Professional Academy for Teachers. Assistance included developing the organization’s basic systems, structure, and operating tools. In addition, USAID supported the MOE in developing the Induction and Mentoring Program for novice teachers, which was piloted and then adopted nationally.
**POLICY REFORM**

**Definition and Importance**

The word *policy* here refers to a vision or guiding principle set by a government in order to meet its educational goals. Policies are put into practice as specific plans or procedures. Policy reform thus refers to the concrete actions taken by a government to improve the policies that guide its education reform effort. Effective policies include the mission statements and key values that set governmental direction. They are sector-wide and ideally developed with ample participation of all stakeholders.

Policy reform is important because effective policies provide a clear navigational map, while ineffective policies may allow reform efforts to flounder. Broad-based participation and capacity building in policy development and implementation are critical at all levels of a system because they help to ensure that stakeholders understand the new policies and are capable of implementing them.

**Evidence of Progress**

In the early 1990s, Egypt embarked on an ambitious and comprehensive education reform process in order to improve the educational opportunities provided to its citizens. The national project for developing education through the year 2000 placed Egypt among the countries that had initiated major reforms of basic education. While several activities and strategies were first articulated in that early period, it was not until the late 1990s that certain technical reforms gained momentum. The reform objectives specified by the MOE in 2006 were: system efficiency, equitable access, institutionalized decentralization, and quality for all. Egypt’s increasingly positive climate for reform led to the implementation of several groundbreaking policy changes in the 2000s. The record includes:

- **The National Standards of Education in Egypt** was issued in 2003 and revised in 2007. This document set standards for quality education that became the basis for school improvement efforts, including student, teacher, and school performance measurements.

- **The National Authority for Quality Assurance and Accreditation of Education** was established in 2007. This autonomous agency was charged with evaluating and accrediting more than 50,000 educational institutions in Egypt at all levels, from basic education to higher education. A total of 1,440 schools, from kindergarten through the secondary level, were accredited by 2011.

- **The National Strategic Plan for Pre-University Education Reform in Egypt 2007/08–2011/12** was released in 2007. This plan, the first of its kind in Egypt, is a comprehensive framework for education reform that set clear policy goals and priority programs. School-based reform was identified as the core priority program, thus placing the school at the center of the reform effort. The plan was developed through a participatory process involving more than 200 professionals from all levels of the educational system and donor community. A special unit within the MOE, the Policy and Strategic Planning Unit, was created to lead the strategic planning process and implementation.

- **The National Education Indicators** were released in 2009. This is a set of 36 indicators to measure and monitor progress in the
sector. They cover crucial aspects such as student achievement, teacher characteristics, school environment, and educational expenditures. In 2010, in an unprecedented effort, 10 years of data on 29 of the 36 indicators were integrated and analyzed. This exercise provided information crucial for guiding both educational policy and practice. Also, Egypt’s Education and Management Information System was upgraded to allow integration of the data from multiple sources and levels of the system.106

- The National Standardized Test measures students’ critical thinking, knowledge, and factual understanding of Arabic, math, and science. It was administered nationwide for the first time in 2010. Students in grades 4 (primary) and 8 (preparatory) from a sample of schools across Egypt’s 29 governorates took the test.107 While overall results for student achievement in this first exercise were relatively low on average (less than 50 percent of the total possible score), the design and implementation of a standards-based test on a national scale in Egypt was in itself a marked accomplishment that built capacity at all levels of the system.108

- Decentralization was identified as a priority program in the National Strategic Plan. It is defined as “the devolution of authorities from the central decision-making level to the service provision level.”109 Education is the leading sector in the government’s overall decentralization process, and in the early 2000s the MOE delegated considerable authority to several governorates to pilot more decentralized systems.110 In 2008–09, the MOE started to experiment with decentralized education finance. The goal was to move some spending decisions to lower levels, and ultimately to the school level as the focal unit of the reform. In 2010–11, the positive results of the pilots led to a nationwide expansion of certain aspects of the financial decentralization initiative. A recent interpretation of where Egypt stood on the educational decentralization continuum showed progress in evolving from a highly centralized system to a hybrid system, in which certain functions, such as setting goals and measurements, remain centralized, while implementation and management are more localized.111

USAID’s Role in the Progress Achieved

While education-sector reform is a process that takes time, Egypt has made historic progress in moving this process forward. USAID has supported several elements of the reform agenda and played a unique role in the development and implementation of several policy changes.

Strengthening the Quality Assurance and Accreditation System: USAID supported the MOE in its efforts to develop a systemic, ongoing process of school improvement and accreditation. In 2007, the Agency collaborated in the revision of the National Education Standards, which resulted in the development of a document outlining standards for an effective school.112 USAID also worked with the MOE to develop materials and processes for school accreditation. These materials and a full-cycle process of accreditation were tested in two governorates in 2007–08. This successful pilot served as a model for the national accreditation system. In connection with this effort, nearly 19,800 government staff members from all levels of the system participated in training funded by USAID in the 2007–08 period.113
Supporting Educational Decentralization: USAID has provided consistent, in-depth support to the MOE in its efforts to move toward a more decentralized system of education. In 2001, USAID supported the implementation of a decentralized school management pilot in one of Egypt’s governorates. The model involved strong community participation and substantial transfer of management responsibility and authority to school administrations. The success of this highly visible effort set in motion a decentralization reform dynamic that subsequently inspired a number of like-minded initiatives.

Decentralization of school finance was another area in which USAID provided direct technical assistance to the MOE. In 2008–09, this resulted in a collaborative implementation of decentralized education finance pilots in the three governorates of Fayoum, Ismailia, and Luxor. The success of these experiments led to a nationwide expansion of aspects of this effort in 2010–11. Assistance from USAID included the creation of an innovative method for decentralized allocation of resources to the school level via funding formulas that favor the poor and promote transparency. This was coupled with capacity building at all levels of the system where spending decisions were to be made, particularly at the school level. In 2010, USAID also provided specialized training to support units at the Idara level so that these groups could continue to assist schools in best utilizing decentralized funds.

“Decentralization for us means that I have the capability to make decisions here in my office at the school and do not need to wait for permission to do something.”

–School Principal

Decentralization efforts have gone beyond the financial realm to plans for transferring certain Ministry of Education administrative functions from the central to lower levels of the system. USAID has supported these efforts since their initiation in late 2007. In 2011, this
collaboration resulted in a plan to delegate specific functions to different levels (central, Muddiraya, Idara, school) of the educational system.\textsuperscript{118}

Building Capacity to Lead Reform:
Sustaining the education reform effort requires effective leadership. To this end, USAID collaborated with the MOE in the creation and implementation of a training program to improve the leadership skills of its staff. In 2008, a total of 147 government officials representing every governorate of Egypt attended this one-year program. This effort produced a cadre of knowledgeable and skilled professionals capable of advocating for education reform and filling key positions throughout the system.\textsuperscript{119}

Developing Standardized Tests and Tools:
USAID supported the MOE’s increased focus on data-based policy planning and decision making. Since 2005, the Agency has funded the design and implementation of the Management Assessment Protocol (MAP) that evaluates the management system of Egyptian schools; the Standards-Based Classroom Observation Protocol for Egypt (SCOPE) that assesses teachers’ practices; and the Critical-Thinking, Achievement, and Problem Solving (CAPS) test that measures student learning outcomes in Arabic, math, and science subjects for grades 4, 8, and 10. These standardized assessments were developed in close collaboration with government officials and Egyptian educators. USAID also provided specialized training to build capacity in testing and measurement at different levels of the system. In 2010, the CAPS test was institutionalized and implemented nationwide as the National Standardized Test.\textsuperscript{120}

Enhancing Planning, Monitoring, and Evaluation (M&E) Systems:
The release in 2007 of the National Strategic Plan for Pre-University Education Reform marked a turning point in the reform effort in Egypt. This initiative was supported by a number of donors. USAID collaborated with the strategic planning teams in the development of the plan. Once the national plan was in place, the Agency worked with all of Egypt’s governorates to develop governorate-level strategic plans. These were completed in 2008, with seven governorates also preparing Idara-level implementation plans. Over 3,000 workshops funded by USAID were conducted across Egypt as part of a participatory approach to developing the plans. More than 6,000 persons participated in USAID-funded workshops, meetings or other training events related to strategic planning.\textsuperscript{121}

USAID also supported the MOE’s increased focus on transparency and data-based decision making by funding the development of the National Education Indicators, which were completed in 2009. In 2010, USAID collaborated with the Ministry in an unparalleled exercise in which 29 of the 36 adopted indicators were analyzed in the report \textit{Condition of Education in Egypt}.\textsuperscript{122}
Schools and their communities are increasingly empowered to identify and address problems affecting their children’s education. A case in point is the El Sadat School in Aswan Governorate. The school administration and Board of Trustees played an important role in meeting the school’s infrastructure needs while simultaneously ensuring that the students’ academic year was not interrupted. Planned renovations for the school by the General Authority for Education Buildings would have seriously disrupted school attendance. Working with the Board of Trustees, the school management agreed to consult parents to discuss possible solutions. “Together,” they said, “we proposed that half the school be renovated at a time, allowing students to attend school in the other half of the building.” At first, the school was not able to obtain the approval of the Idara. But, after receiving a formal letter from the Board of Trustees, the Idara supported the decision that had been taken at the school level.

The school improvement process is a concrete example of decentralization being realized at the local level in USAID-supported schools. It calls for schools to identify their own needs, and to prepare and implement a school improvement plan to address the needs identified. According to the El-Awawna Collective School in Beni Suef, “Everyone shared in identifying gaps and setting priorities… The school management played a major role in monitoring the process to ensure that everyone was performing their roles.” A school improvement team member from another school added, “the most important thing [was]… to train us on how to mobilize resources.” He stressed that training, funded by USAID, “was of high quality.”

The ability of individual schools to influence the allocation of resources is another example of decentralization. “Because we were able to make our case and claim our rights at the central level, we were included in the [government’s infrastructure] plan,” explained an El Sadat School Board of Trustees member. “A wall, valued at 145,000 Egyptian pounds, was built all around the school. Our school was built in 1980, so additional renovations, worth about 195,000 Egyptian pounds were carried out.” The school and community, working together, were successful in ensuring that their local needs were met.
Support was also provided for the upgrading of the national Education and Management Information System, which was transformed from a one-way to a multilevel, integrated system. As part of the upgrade, USAID provided capacity building. Between 2005 and 2008, more than 3,200 government staff members participated in meetings, training sessions, and other events related to this effort.\textsuperscript{128} School staff received specialized support for preparing School Report Cards. By 2009, a total of 162 schools had produced and distributed their own Report Cards, which provided many parents and communities with crucial data about school performance.\textsuperscript{129}

**Table 6. Planning, M&amp;E Highlights in Numbers (2000 to Present)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants in strategic planning workshops, meetings, training sessions</td>
<td>6,007</td>
</tr>
<tr>
<td>Governorate-level workshops on strategic planning</td>
<td>3,120</td>
</tr>
<tr>
<td>Participants in meetings, training sessions related to the education management system upgrade</td>
<td>3,213</td>
</tr>
</tbody>
</table>

**Policy Impact of Other Activities:**
Over the 35 years of the partnership, a number of other USAID activities that support the MOE have effected policy change. Some examples include promoting the participation of communities in education, which led to the introduction of Board of Trustees in Egypt, and providing extracurricular books in all of Egypt's public schools, which resulted in the establishment of school libraries served by librarians as an integral entity in these institutions.\textsuperscript{130} Policy changes such as these, which closely affect other legacy areas, are addressed in the corresponding sections of this document.

**Toward the Future**
- The policy reforms initiated by Egypt in the last 10 years have been remarkable efforts. A number of them are in the early stages of implementation and will therefore continue to require an ongoing commitment of political will in order to be implemented fully. In particular, continuing the long-term planning process by regularly updating the National Strategic Plan is essential to guide Egypt’s quest for excellence in education.
- Expanding decentralization efforts is a difficult process that will require careful planning, capacity building, and commitment at all levels to fully bring those efforts to all governorates and to move beyond just the financial aspects to the planned reallocation of administrative functions.
- Many of the gains made in the reform process will require considerable attention and resources if reforms such as national standards and accreditation are to be sustained across the country. The challenge will be to maintain the momentum and to consolidate, monitor, and improve the effort. Building the capacity of stakeholders at all levels of the system to ensure that reform efforts do not fail has been a top priority for Egypt and supporting donors, and this effort needs to be maintained as the process develops.
TERTIARY EDUCATION AND PARTICIPANT TRAINING

Definition and Importance
Tertiary education refers broadly to all post-secondary education, including but not limited to university level. It is used interchangeably with the term higher education. Participant training often refers to training in general, whether in the home country, the United States, or a third country. It can be short-term (e.g., technical training, conferences, workshops, and study tours) or long-term (e.g., academic degree studies such as master’s and doctorate programs, and non-degree research programs). Here, participant training is narrowly defined, referring to U.S.-based training only.

Research has consistently pointed to the crucial role tertiary education plays in the economic and social development of countries. The knowledge-driven global economy of the 21st century has increased the demand for higher-level skills, making the call for better programs at this level ever more important.

Evidence of Progress
Over the past 30 years, the Government of Egypt has significantly expanded and improved the educational opportunities provided to Egyptians at the tertiary level. The number of both public and private institutions, including universities and technical institutes, has increased dramatically over the years. In 2009, the public system consisted of 17 public universities, 8 technical colleges, and Al-Azhar University, a highly respected Islamic educational system in Egypt. The private system included 17 universities and over 100 technical institutes. Though the private system has increased considerably, the Egyptian higher education system is mainly public, and in 2009 enrolled over three-quarters (81 percent) of students (Figure F).

The expansion of higher education institutions dramatically increased opportunities for Egyptians at this level. Enrollment nearly doubled between 1982–83 and 2008–09, rising from 16 percent to nearly 30 percent. The participation of women improved considerably, reaching 46 percent in 2008–09.

The system served 2.5 million undergraduate students and about 215,000 postgraduate students in 2008–09. The continued increase in the number of pupils, though, did push the faculty-to-student ratio upward compared to the internationally accepted ratio of 1:25. This varied by discipline and institution. In the 2008–09 academic year, for example, the ratio in public universities was 1:43 in education and 1:94 in the arts.

In the late 1990s, the higher education reform agenda gained momentum. In its strategic plan for 2002–2007, the Ministry of Higher Education specified a number of
initiatives to improve the quality of education, including accreditation of all higher educational institutions and strengthening faculties of education and technical colleges and institutes. The Ministry developed academic standards for these faculties and revised curricula to correspond to the standards. In 2006, it improved the governance of public technical colleges with the establishment of a Board of Trustees for each of these institutions. The Ministry has also been involved in efforts to improve the education provided in technical colleges and institutes to better match the skills of graduates with labor market demands. By 2011, six faculties within public universities and a private university had been accredited. Though many public faculties of education were going through the quality assurance process, none had yet achieved accreditation.

Study abroad and exchange programs have also contributed to improving the quality of tertiary education. A number of Egyptian faculty and students have enhanced their skills through such programs. In 2008, for example, there were more than 3,000 Egyptians studying abroad in government programs. The GOE has also collaborated with international organizations, such as the Binational Fulbright Commission in Egypt, which promote exchange programs. Over the past 60 years, the total number of foreigners who have visited Egypt and Egyptian scholars and students who have benefited from Fulbright grants is estimated to be around 5,000.

The GOE’s efforts to improve the quality of tertiary education have also focused on advancing scientific productivity. In 2006, the GOE embarked on an ambitious exercise to overhaul science and technology activities in Egypt. One outcome of this process was the creation in 2007 of the Science and Technology Development Fund, which provides competitive national and donor-supported grants for projects initiated by Egyptian researchers.

**USAID’s Role in the Progress Achieved**

Since the start of the partnership, USAID has collaborated with the GOE in increasing opportunities for Egyptians at the tertiary level. These efforts have included building capacity through training, providing scholarships, and funding science and technology joint research.

**Scholarships to Undergraduates in Egyptian Universities:** Starting in 2004, USAID partnered with the Egyptian Ministry of International Cooperation in an innovative effort to award scholarships to public school undergraduate students. These scholarships enabled young men and women with financial needs to attend the American University in Cairo, a highly regarded Egyptian private university. It provided a life-changing experience for disadvantaged students, whose future prospects were enhanced by the unique opportunity to obtain a good education. A number of them were also given a chance to spend a semester abroad in leading U.S. universities. This effort has not only provided essential academic knowledge, but also has enabled students to build leadership skills. It has provided hands-on opportunities to participate in and lead extra-curricular activities, such as conferences and student clubs. It has also engaged students in voluntary community service, thereby extending the benefits of their education to their communities. Of the 325 students who have received scholarships, 126 have graduated.

Reports indicate that this initiative has generated much enthusiasm among beneficiaries and has created a generation of skilled young men and women poised to advance the future of their country (Story 7).
“I want to climb the ladder... I want to be making use of what I learned here at the American University in Cairo to help my country, maybe in the context of a political career.”

–Scholarship recipient and graduate

The success of this effort led in 2010 to a similar collaboration that also provides comprehensive scholarships to low-income students for study in five different and equally renowned private institutions in Egypt: the Ahram Canadian University, the British University in Egypt, the Future University in Egypt, the Modern Sciences and Arts University, and the Pharos University in Alexandria. Since 2010, these scholarships have been awarded to a total of 150 students from all of Egypt’s governorates. They were initially reached through a very successful recruiting campaign. This massive outreach was carried out in close collaboration with two Egyptian non-governmental organizations operating nationwide whose unique knowledge of the local context was crucial. In turn, this effort strengthened these organizations by building the capacity of their personnel and the large network of volunteers they mobilized.

**Improving English Language Instruction**: USAID collaborated with the Egyptian Government in its quest to improve the teaching of English. Between 1997 and 2004, the Agency provided advanced training for faculty members in 27 faculties of education, faculties of arts, and private-sector training providers. In all, over 4,700 people benefited from USAID-funded training in connection with this effort. Extensive and repeated training helped form cadres of expertise within the Ministry of Education that could support ongoing and future English language teacher education. The cadres were also able to provide assistance.
Success Story 7: Scholarships Yield Opportunities for Low-Income Undergraduate Students

“My dream is to create a sustainable, green city in the New Valley. This may take years to accomplish, but I believe in this vision. I know where I’m heading, and I’m confident I have the skills to follow through with my ideas and make the change I want,” said Abdur Rahman Awad, a 23-year old construction engineering student at the American University in Cairo. Awad is from Demitta, a governorate in the northern part of the country.145

Sophia Wadie, a 20-year old computer science student has different, but equally grand dreams; she plans “to pursue a master’s and PhD, then do something extraordinary in the software field.”146 Wadie, who comes from the Sohag governorate in Upper Egypt, has more in common with Awad than just studying at the same university. They are both public high school graduates and both of them are recipients of a full-tuition, USAID-funded scholarship to study at the American University in Cairo. Targeting low-income students, these scholarships are opening new opportunities for undergraduate students, and forming a generation of skilled and knowledgeable youth who can in turn better contribute to their country’s development.

The new graduates are realizing their dreams in a variety of public- and private-sector careers. Mina Rizk, a scholarship student from the Assiut governorate in Upper Egypt, was a political science major. Now, having passed the Egyptian Ministry of Foreign Affairs exams, he has started his career as a diplomatic attaché. Rizk lived in a diverse community, with students who had very different backgrounds and who were from different parts of Egypt as well as from other countries. He said this experience has made him familiar with the differences and the problems in the governorates. In addition, Rizk said he learned to think critically and to understand that people “have different points of view, and these different viewpoints may all be right—even if contradictory.”147 Nada Mahdy, a 22-year old from Cairo governorate, was also a political science major and scholarship recipient. After graduation, she became a teaching assistant at the university where she helped a professor develop a new master’s degree program in global affairs. Mahdy pointed out that, while studying, she too learned about diversity and “not only about cultural differences, but also about political and religious differences.”148 Currently Mahdy is working as a program assistant at the National Democratic Institute, helping to build networks with new political parties. She added that she hopes to find additional ways to contribute to her community.
in specific areas of their training, including testing and assessment.\(^{149}\)

The development of standards and indicators for effective English language instruction was another area of collaboration. USAID partnered with the Government of Egypt on a three-year process of developing standards for teachers, educational leaders, and teacher training programs. This was done in close collaboration with Ministry of Education staff at all levels, and contributed to the Ministry’s subsequent decision to establish the National Standards Committee, which was charged with developing the overall National Standards of Education in Egypt.\(^{150}\)

**Building Capacity Across Sectors:**
USAID has supported Egypt in building capacity through training since 1975. In the education sector, U.S.-based participant training has served many pressing needs, including: (a) training Egyptian master teachers to serve as resource persons and peer trainers in new teaching methods,\(^ {151}\) (b) providing study tours for Egyptian faculty of education staff to learn from the U.S. experience with education reform,\(^ {152}\) (c) training Egyptian faculty in effective methods of English language instruction,\(^ {153}\) and (d) funding visits of government officials to build capacity in topics central to the country’s education reform effort.\(^ {154}\)

USAID has also helped build capacity in a number of other sectors equally crucial to Egypt’s social and economic development. In the 1970s, scientists and technicians in areas as diverse as health, civil aviation, and public administration participated in USAID-funded visits to the United States to upgrade their technical skills.\(^ {155}\)

Cooperation was expanded in the following decades. Between the 1980s and the early 2000s, a number of Egyptians received scholarships, went on study visits, or benefited from other training opportunities in U.S. universities in disciplines critical to the Egypt’s economic growth.\(^ {156}\)

More recently, cooperation has focused on long-term academic exchange programs for Egyptians in U.S. universities or other institutions of learning. Between 2007 and 2010, USAID partnered with the Government of Egypt and the Binational Fulbright Commission in Egypt in awarding scholarships for Egyptians to earn master’s degrees in the United States in key fields in the sciences or social sciences. These scholarships were available to Egyptians representing minorities and governorates other than Cairo. Reports indicate that participants placed a high value on the academic quality of the exchange opportunities and have stressed the personal and professional impact of participating in such programs.\(^ {157}\)

“It affected my life in general... The program broadened my horizons to many things that I would have not normally thought of before... I became more analytical in my views... I came back to the same job that I left, but I came back with a different perspective and new skills.”
– Exchange program student

More recent cooperation has also focused on building the skills of the Egyptian youth workforce by enhancing their technical and vocational capacity. Since 2008, as a result of a catalytic partnership between USAID, the GOE, the Binational Fulbright Commission in Egypt, and the Bureau of Education and Cultural Affairs of the U.S. Department of State, Egyptian youth have received scholarships to study in community colleges across the United States. The young people use this opportunity to acquire critical skills that improve their employability and advance
Egypt’s competitiveness in areas as diverse as information technology, agriculture, health, and tourism. Support to exchange students also included career development seminars in which they were linked with prospective employers in Egypt upon their return. In 2010, just over half of returned participants reported being employed.  

“*My study in America helped me find this job [as an Information Technology Specialist].*”  
–Scholarship recipient and graduate

Reports indicate that the effects of this effort went beyond the direct impact on the beneficiaries’ lives and careers. These exchange visits helped to address cultural misconceptions and promote mutual understanding. They have helped forge strong cultural linkages, as illustrated by a peace statue built by an Egyptian exchange student in a park in the U.S. state of Wisconsin. They have also had positive effects on participating U.S. colleges, as noted by one of the program managers: “The program also helped them [U.S. participating community colleges] learn how to compete for exchange programs and internationalize their campus...”

Egyptian students, researchers, and professionals from the public, private, and voluntary sectors have benefited from short- and long-term participant training funded by USAID. Training has covered a wide range of areas, including education, health, agriculture, management, business administration, trade, law, and economics. In all sectors, more than 24,100 Egyptians have been trained in the United States by USAID-funded programs since 1975. The number of trainees peaked in the 1980s and decreased slightly in the following two decades (Figure G). Training of less than 6 months duration comprised 81 percent of exchange visits. More than three-quarters (76.6 percent) of trainees were male.  

**Collaborating in Science and Technology:** The development of a country rests to a large extent on the scientific and technological capabilities it possesses for achieving high levels of productivity. USAID has partnered with Egypt in advancing this common interest. In the early 1990s, the Agency funded a program to increase the linkages between Egyptian and U.S. universities. By 1998, 102 seed grants had been awarded to fund exchange visits resulting in 56 full proposals for joint research. These efforts promoted long-term relationships between participating institutions in the two countries.

Since 1996, the two countries have also cooperated on projects that brought together Egyptian and American scientists in 435 grants for collaborative scientific research. These jointly funded and managed projects have focused on areas as critical as energy, biotechnology, and environmental and information technology, and have benefited both countries. Awards went from USD 20,000 for short-term grants to USD 750,000 for multiyear research projects, and involved the sharing of knowledge, information, and know-how.
Investing in Infrastructure: USAID support went beyond capacity building to investing in higher education infrastructure. The Agency provided a grant to the American University in Cairo, contributing approximately 25 percent of the total cost of constructing their new campus, which was inaugurated in 2009.\(^{162}\) Founded in 1919 by Americans devoted to education and community service in the Middle East, the university’s downtown campus became too small to support the growing student and staff population. The USD 400 million new campus is located in the suburb of New Cairo and provides classrooms and laboratories to 5,500 students and 1,500 faculty and staff members.\(^{163}\)

Reiterating the support of the people of the United States to the people of Egypt, President Barack Obama sent a message of congratulations on the university’s inauguration day:

The opening of a new campus marks the beginning of a new era for one of the Middle East’s great academic institutions, and a new era for the Egyptian-United States partnership that is symbolized by the history of this university.

For ninety years, Americans and Egyptians have studied and researched together... With a new campus, more young people will benefit from this unique educational experience. They will have access to world-class facilities and innovative teaching that will produce the science and understanding to improve all of our lives...

I am honored to affirm the commitment of the American people as your partner and friend in this endeavor. I do so with the belief that our work together is vital and necessary... Together, we can and should work for peace, better educational opportunities for our children, and more opportunities for all.\(^{164}\)
Toward the Future

- Progress in increasing higher education opportunities in Egypt has been remarkable. It will be essential to continue moving this process forward, further expanding access for women and low-income students, and ensuring equitable distribution of classrooms to meet the increased demand for education at this level.

- Changes initiated to improve the quality of higher education—such as accreditation, reform of faculties of education, and improvements in technical education to better match it with labor market demands—will need considerable attention and resources to be fully implemented across the country. It is also essential to maintain the momentum to expand and deepen these systemic changes and to push forward other planned reforms, such as revising the student admissions process and providing for more self-governance in higher education institutions.

- Scientific productivity increased considerably in Egypt, in particular with the creation of the Science and Technology Development Fund. It will be important to continue this trend, further expanding opportunities for Egyptian university researchers and faculty members to interact and collaborate with colleagues in both other Egyptian and foreign higher education institutions.

SUSTAINABILITY

Planning for sustainability has been an integral part of the Egypt-USAID partnership, and mechanisms have been put in place to sustain reform efforts. Continuing the benefits of development activities without formal interventions will require ongoing commitment. The following paragraphs highlight the existing mechanisms through four lenses—social, institutional, financial, and political sustainability—and also the measures that are still needed.

Social Sustainability: It is well recognized that community participation in education improvement efforts is one of the contributors to social sustainability. USAID has worked with the GOE on a number of activities that include strong components fostering participation. These initiatives build the capacity of community members to take part in education and sustain reform efforts at the local level. Examples include support for school governance organizations and partnerships with civil society groups and the private sector. These efforts have helped create a sense of ownership, increasing the communities’ stake in reform activities affecting their schools. Further harnessing the potential of these actors will be important for sustaining the results achieved thus far.

Institutional Sustainability: USAID has consistently collaborated with the GOE on efforts to work through existing systems to institutionalize reform practices. Examples include capacity building of support units at the Idara and Muddiraya levels, and similar efforts with school-based units. Teachers in USAID-supported schools benefited from intensive training and were empowered to become agents of change themselves, as they progressed to higher levels of mastery in new teaching methods. These groups will continue to support reform efforts, though they will need ongoing assistance to carry out their mandates effectively.

USAID also provided capacity building support at the central level to ensure buy-in and to develop cadres of expertise within the MOE charged with leading the reform effort by transferring skills to the lower levels of the system. It will be...
important to upgrade human resources skills as the reform initiative moves to advanced stages of implementation. USAID also partnered with the GOE to institutionalize proven approaches such as the school self-assessment and improvement processes, community participation models, and girl- and women-friendly education strategies. These can continue to be expanded and built on in the years to come.

At the policy level, USAID collaborated with the GOE on a number of systemic changes introduced in the last decade. Several of these initiatives were developed through a broad-based participatory process involving stakeholders from the different levels of the system to ensure the institutional support needed for owning and implementing the proposed changes. More effort will be needed to ensure that stakeholders truly understand the new policies and are capable of putting them into practice. Success in these spheres will increase the prospects for sustainability.

Financial and Political Sustainability: Education reform in Egypt was championed by a number of leaders whose vision, dedication, and commitment of political will and financial resources were instrumental to moving the effort forward. Over the years, USAID worked in tandem with Egyptian leaders, building the strong working relationships that formed a basis for cooperation and helped institutionalize policies and strategies for developing the educational system. One example is the National Strategic Plan for Pre-University Education Reform, which has served national interests by ensuring the continuation of reform efforts even when changes in educational leadership occurred. Moving implementation forward and sustaining long-term effects will require both ongoing commitment and dedicated leadership. It will also be vital to devise strategies for ensuring the survival of these efforts through transitions such as the current political changes in the country. There is no doubt that enthusiasm and momentum for education reform have been building in Egypt.

LESSONS AND CONCLUSIONS

The Egypt-USAID partnership has produced numerous gains, some measurable in numbers such as schools built, teachers trained and community groups formed, and some less tangible, such as far-reaching educational policies. This experience has also provided crosscutting lessons that can inform future efforts.

LESSONS LEARNED

It is effective to use an integrated approach, working within the system at all levels. As the partnership with Egypt evolved and expanded, USAID moved from providing targeted, isolated support, to working with Egyptian partners at every level of the system. Learning from experience, the Agency developed an integrated approach to improving education that combined policy-level support with action on the ground. This strategy created both the will and the human capacity to implement policy changes, and made these changes operational through educational improvement projects that addressed multiple interconnected issues. In the last decade, USAID also increased assistance to the Idaras and Muddirayas, so that staff in those middle levels would have the skills and knowledge needed to continue supporting changes implemented at the school level. This integrated approach helped maximize the use of resources and the achievement of results, while also improving the prospects for sustainability.
In addition, it fostered close relationships that created trust, facilitated communication, and increased cooperation.

**Wide involvement of stakeholders helps to create ownership.** Participation by parents, community members, and local officials in planning and implementing USAID-funded projects gave these individuals the tools needed to foster educational improvements in their own communities. It also prevented the problems associated with “turnkey projects” that were sometimes seen during the earlier years. Stakeholders in these early projects had little opportunity to take part in planning and design, with the result that their needs were not always met. In later years, however, substantial time and resources were devoted to forming and training community groups to plan and facilitate donations of land for schools to be built by USAID. These groups made important commitments, the resulting sense of ownership of the schools built is still present, and the programs in the new schools are much appreciated by benefiting communities. Experience also showed that education reform efforts would only be successful if the local capacity to advocate for change was strengthened. Thus, USAID’s interventions focused on building this capacity by establishing and training school governance organizations and involving civil society groups in education efforts to create the support needed at the local level for the changes introduced.

**Consistency in goals and funding levels over time contributes to change and has a cumulative effect.** USAID remained dedicated to certain themes, including access, gender equity, professional development, and technical support for decentralization. This persistence made it possible to see the cumulative effect of interventions as new capacity was built and learning incorporated to improve these efforts. For example, training on key issues provided to MOE staff at school, district, and central levels increased both their expertise and commitment, which enabled them to play effective roles in related interventions later on. In addition, both the duration and funding level of the Egypt-USAID partnership undoubtedly played a role in the positive outcomes noted. They allowed for the gradual expansion of successful interventions and programming that met changing needs and priorities.

**Patience is required when real change is sought.** It is useful to remember the old slogan, “Things take time.” Whatever the nature of far-reaching modifications—changing teacher behavior, administrative practices, or policies regarding centralized decision-making—change is almost always slower than everyone wishes. Changing behavior, in particular, is difficult because it entails altering perceptions and developing new skills. Change that is profound is never achieved in a single project, a single year of training, or a single, innovative decree. Patience and persistence, combined with an understanding of how long it may take to make a truly significant change, have enabled USAID and its Egyptian partners to achieve remarkable results.

**Sustained leadership commitment facilitates the reform process.** The continued commitment of reform-minded leaders in the GOE greatly facilitated USAID’s efforts, as did its own persistence and patience. Continuity of staffing within USAID meant that staff members were able to build knowledge and experience regarding consistent themes over a long period of time. These dedicated individuals were then able to bring this knowledge to bear on activities that built on earlier efforts. In addition, they developed strong working...
relationships with counterparts that engendered trust and facilitated the process of introducing complex changes.

**Evaluations and research studies enable decision making and policy planning that is based on accurate information.** Research studies and evaluations commissioned by USAID proved extremely useful in pinpointing problems, helping to design programs that were more effective and efficient, and preventing the misallocation of time and resources. For example, USAID funded studies that explored the reasons why many Egyptian girls weren’t attending school. Without such studies, schools might have been built where girls would not attend them, or programs might have been provided that would have been inappropriate for girls. Similarly, a recent USAID-funded report that analyzed Egypt’s status on the National Education Indicators illustrates the way in which research and data are helping to build an institutional tradition of evidence-based decision-making.

**Considering the needs of both males and females helps achieve gender equity in education.** While initial gender equity efforts focused on girls in particular, it became evident that boys themselves faced challenges in accessing education in Egypt, and needed assistance as much as girls in order to stay in school. Working with boys also meant that they could be sensitized to the importance of educating girls. This experience resulted in programs that focused on males and females equally as part of a comprehensive gender-equity strategy.

**Flexibility can open important windows of opportunity.** Partly because of the close partnership built up through the years, USAID was able to be flexible in responding to specific requests for assistance from the GOE, when these aligned with agreed-upon strategies. Such flexibility not only helped consolidate the partnership, but also provided important opportunities. The response of USAID to a request from the GOE for assistance with designing and implementing a pilot of decentralized school management in the governorate of Alexandria is a good illustration. This initiative laid the groundwork for important further work on decentralization in later years.

**Public-private partnerships make it possible to leverage USAID investments.** The role of the private sector in education is increasingly recognized in Egypt. In cooperation with the GOE, USAID effectively leveraged the support of the private sector for education reform, thereby maximizing the benefits to both students and their communities. A successful example of such a partnership was the cooperation between USAID’s Global Development Alliance and the Vodafone-Egypt Foundation, which set up and equipped Information and Communications Technology Centers in a number of schools in Upper Egypt.

**CONCLUSIONS**

Egypt’s impressive accomplishments in the education sector are cause for much celebration. They are the fruit of the enormous work of Egyptian leaders and citizens, and the dedication of both to the progress of their country. The systemic improvements introduced, the strengthened capacity at all levels of the system, and the support built for education reform are just three examples of the outcomes achieved that will endure and sustain further improvements. Still, there will be continuing challenges in achieving the excellence in education sought by Egypt, and this will require ongoing efforts in the years to come.

Over the past 35 years, USAID has worked with Egypt on a number of
education efforts that have contributed to the country’s remarkable outcomes. The Agency introduced innovative approaches to improving education, funded rigorous research that informed strong programs, made use of cutting-edge ideas and technology to transform practices, and brought its extensive experience to bear on the technical assistance provided to Egypt. The work of USAID has been commendable.

As Egypt starts a new chapter, the United States remains a dedicated partner. U.S. Secretary of State Hillary Clinton voiced this commitment in March 2011 during a two-day visit to Egypt, where she was quoted in the media as saying: “There is so much work to be done, but the United States stands ready to help in every way possible to translate what happened in Tahrir Square into [the] new reality for Egypt.” This relationship will continue to shape cooperative efforts in the years to come as Egypt enters a new era of its history.

Girls proud to show their work in Girls’ Improved Learning Outcomes project school in Minia in 2010. During the 35-year partnership, USAID-funded projects have provided unique educational opportunities for Egyptian children and youth.
NOTES

6. CAPMAS, 2011; Population and Development, 2011; World Bank, 1991; World Bank Online Data; World Bank, 2009; World Bank Online Egypt Country Profile, 2011; World Bank, 2011; USAID, 1982. It is indicated in the source that the 1979 GDP was calculated without making deductions of depreciation, and the 1979 GNI (former GNP) per capita figure represents “GNP in national currency units first expressed in weighted average prices for the base period 1977-79, next converted into dollars at the GNP-weighted average exchange rate for the base period, and then adjusted for U.S. inflation” (USAID, 1982, p. A-1). The 2009 GNI per capita figure was calculated using the World Bank's Atlas method which “applies a conversion factor that averages the exchange rate for a given year and the two preceding years, adjusted for differences in rates of inflation between the country, and through 2000, the G-5 countries” (World Bank, 2011; World Bank World Development Indicators online).
14. Information provided by USAID/Egypt, Office of Education.
15. Activities to help improve the quality of education are addressed specifically in the section on Professional Development.
20. The World Bank and UIS data banks define secondary education as grades 7-12.
21. Gross Enrollment Rate is the number of pupils enrolled in a given level of education regardless of age (UIS, 2011).
29. In such schools, boys were accepted if space was available, generally up to a ratio of 1:4 boys to girls.
31. Ibid., p. 37.
32. North South Consultants Exchange (NSCE), 2003, p. 1. In the Egyptian system, basic education encompasses primary (grades 1-6) and preparatory (grades 7-9) schools; secondary education encompasses grades 10-12.
33. New Schools Program (NSP), Success Story: Innovative School Solutions, 2008.
34. As originally conceptualized, these were girls-only schools, though in practice they were adaptable. Priority was given to girls, but on some occasions boys were admitted, as evidenced in recent (2010) field visits.
36. CID Consulting, April 2008, p. 44.
38. USAID, Arabic Sesame Street is a Hit in Egypt, February 23, 2010.
40. Ibid.
42. MOE, 2007, p. 158 and Annexes, p. 46.
43. Education Reform Program (ERP) II, 2008, National Assessment of Boards of Trustees Experience in Egypt, pp. 33-35; Ginsburg et al., 2010, p.18.
early in the 1990s to develop curricula and instructional materials development assessment. The Center for Curriculum and Instructional Materials Development was established in 1990 to develop exams; conduct training on examination facilities, Internet links, multimedia laboratories, and other educational technology resources to all schools; and to provide training in computer skills. The Central Directorate for In-Service Training was established in 2001 to plan and facilitate training programs for public school teachers, supervisors, and managers.

Note that the degrees referred to may be from university, post-secondary or secondary levels, though pre-service programs in Egypt are now provided at university and other post-secondary institutions. Girls’ Improved Learning Outcomes (GILO). Stories of Change: Change through the General Assembly, n.d.

GILO, Quarterly Report October 1 to December 31, 2009, p. 37.


Ibid., 118.

Note that the degrees referred to may be from university, post-secondary or secondary levels, though pre-service programs in Egypt are now provided at university and other post-secondary institutions. MOE, 2007, Annexes p. 60; UNESCO, 2003, p. 8; ERP, 2007, p.1; National Center for Educational Research and Development (NCERD), 2001, p. 18; MOE at http://knowledge.moe.gov.eg/Arabic/Departments/TDC/decision/; MOE, 2007, Annexes p. 60; MOE at http://knowledge.moe.gov.eg/Arabic/Departments/cdist/about%20us/. The National Center for Examinations and Educational Evaluation (NCEE) was established in 1990 to develop exams; conduct evaluations, organize training on examination design and tools for student and teacher assessment. The Center for Curriculum and Instructional Materials Development was established early in the 1990s to develop curricula and educational materials; provide training for supervisors and senior teachers on newly developed curricula. The Technology Development Center was established in 1997 to extend computer facilities, Internet links, multimedia laboratories, and other educational technology resources to all schools; and to provide training in computer skills. The Central Directorate for In-Service Training was established in 2001 to plan and facilitate training programs for public school teachers, supervisors, and managers.


NCERD, 2001, p. 37; Ibid, Annexes p. 84; MOE, 2007, Annexes p. 84; NCERD, 2001, p. 34.


Ibid, p. 43; p. 84.


Academy for Educational Development (AED), 2001, p. 20; p. 23.

AED, 2004, p. 8; p.15.

GILO Division of JBS International, 2010. See pages 24-26 for a detailed discussion of the elements of successful professional development models present in USAID-funded programs. These include modeling in the training of the desired methodologies; training of sufficient duration; attendance with colleagues; in-class supervision and support, including coaching; and opportunities for teachers to work together.


GILO, Stories of Change: Change Through Coaching, n.d.

GILO, Quarterly Report October 1 to December 31, 2009, p. 33.


Ibid.

Ibid.


Linan-Thompson, 2009.

GILO, 2011.

In Table 5, note that Teachers include all levels of teachers, as well as MGS teachers and library specialists. Facilitators refer to persons providing services in out-of-school projects, such as literacy and/or life skills classes. School administrators,
supervisors and officials include school directors, assistant directors and administrators, supervisors and officials at all levels in ministries and governmental offices. The first three categories do not include any training in the teaching of English. The category *All persons trained in the teaching of English* includes individuals trained who were teachers, supervisors, managers or specialists, with no numbers provided for separate categories.

97 AED and RTI, 2009, p. 16.
98 Ibid, p. 16.
99 AED and RTI, 2009, p. 16.
105 MOE, 2007; MOE, National Strategic Plan 2007/2012 Towards an Educational Paradigm Shift, Presentation.
107 The number of sampled schools by grade and subject area (with possible overlap) is reported in NEI Report, 2010, p. 31.
112 MOE, 2007b, p. 6-7.
118 GILO, 2011, p. 20.
119 AED and RTI, 2009, p. 15.
120 AIR, 2011, p. 21.
122 NEI PowerPoint, 2010, p. 3.
125 ERP, School Self Assessment and School Improvement Planning in Support of School Based Reform, n.d., p. 5.
127 ERP, A BOT Case Study, n.d., p. 5.
128 The national EMIS was established in Egypt 20 years ago through technical assistance from Harvard University, funded by USAID. (Information received from the lead consultant in the NEI effort.; AED and RTI, 2009, p. 116-121.

130 See Community Participation and Professional Development sections of this report for more information about these activities.
131 Al-Azhar religious education provides primary, preparatory, secondary, and tertiary education. It became part of the government system, but with a special status, in 1961. Al-Azhar University offerings include degrees in fields of Islamic studies, sciences, and humanities.
132 MOHE, 2009. In Egypt, higher education comprises university and non-university institutions; the latter include middle and higher technical institutes, which provide technical post-secondary educational programs of 2 and 4-5 years in duration, respectively.
133 MOHE, 2010, p. 25; MOHE, Higher Education in Egypt: Facts and Numbers, 2009. This gross enrollment figure is far higher than the the regional average of 21 percent in the Arab states, though remains far from the Organisation for Economic Co-Operation and Development (OECD) average of 53 percent for higher income countries (USAID/Egypt, *Bridge Strategy Document*, 2009).
135 MOHE, 2008-2009 *Statistics-Sectors*.
139 MOHE, 2010, p. 105 (the timeframe for the data provided in this source was confirmed by the Strategic Planning Unit of the MOHE in a communication with the research team). The number of secondary and undergraduate students who study in Arab countries is high. Of the 3,289 Egyptian students studying abroad through government missions in 2008-09, over 2,000 were secondary and undergraduate students studying in the Arab Region. This may be related to the large number of Egyptians who work and reside in these countries with their families.
142 American University in Cairo (AUC), 2011, p. 5.
144 AED, 2004, p. 4; p. 55.
146 Ibid.
Interview with Mina Rizk conducted in July 2011.
Interview with Nada Mahdy conducted in July 2011.
Ibid., p. 4; p. 14; p. 16.
AED, 2004, p. 9; p. 51; p. 54.
AED and RTI, 2009, p. 92.
USAID/Egypt, 1990, pp. 120-121.
Data provided by USAID/Egypt TraiNet database. Note that, to a lesser degree, USAID/Egypt has also funded training of Egyptians in a third country, though that data is not included in this report.
ANNEXES
**ANNEX I: ACRONYMS**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED</td>
<td>Academy for Educational Development</td>
</tr>
<tr>
<td>AIR</td>
<td>American Institutes for Research</td>
</tr>
<tr>
<td>AUC</td>
<td>American University in Cairo</td>
</tr>
<tr>
<td>BOT</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>CAPMAS</td>
<td>Central Agency for Public Mobilization and Statistics</td>
</tr>
<tr>
<td>CAPS</td>
<td>Critical-Thinking, Achievement, and Problem Solving</td>
</tr>
<tr>
<td>CCI</td>
<td>Community College Initiative</td>
</tr>
<tr>
<td>CEDPA</td>
<td>Centre for Development and Population Activities</td>
</tr>
<tr>
<td>ERP</td>
<td>Education Reform Program</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>GEM II</td>
<td>Global Evaluation and Monitoring</td>
</tr>
<tr>
<td>GILO</td>
<td>Girls’ Improved Learning Outcomes</td>
</tr>
<tr>
<td>GNI</td>
<td>Gross National Income</td>
</tr>
<tr>
<td>GOE</td>
<td>Government of Egypt</td>
</tr>
<tr>
<td>LEAD</td>
<td>Leadership for Education and Development</td>
</tr>
<tr>
<td>MAP</td>
<td>Management Assessment Protocol</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOHE</td>
<td>Ministry of Higher Education</td>
</tr>
<tr>
<td>NAQAAE</td>
<td>National Authority for Quality Assurance and Accreditation of Education</td>
</tr>
<tr>
<td>NEI</td>
<td>National Education Indicators</td>
</tr>
<tr>
<td>NSCE</td>
<td>North South Consultants Exchange</td>
</tr>
<tr>
<td>NSP</td>
<td>New Schools Program</td>
</tr>
<tr>
<td>OECD</td>
<td>Organisation for Economic Co-Operation and Development</td>
</tr>
<tr>
<td>RTI</td>
<td>Research Triangle Institute</td>
</tr>
<tr>
<td>SCOPE</td>
<td>Standards-Based Classroom Observation Protocol for Egypt</td>
</tr>
<tr>
<td>TILO</td>
<td>Technology for Improved Learning Outcomes</td>
</tr>
<tr>
<td>UIS</td>
<td>UNESCO Institute for Statistics</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific, and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>USAID</td>
<td>U.S. Agency for International Development</td>
</tr>
<tr>
<td>USAID/Egypt</td>
<td>U.S. Agency for International Development, Mission to Egypt</td>
</tr>
<tr>
<td>USD</td>
<td>U.S. dollars</td>
</tr>
</tbody>
</table>
ANNEX II: METHODOLOGY

This document was prepared by the Aguirre Division of JBS International, Inc., at the request of the USAID Mission to Egypt. The study was conducted under the leadership of Adriana Abreu-Combs, Chief of Party of the Education Monitoring and Evaluation Program, in collaboration with Barbara Hunt, team leader and coordinating author, and team members Nagwa Megahed and Jeanne Holden. The team was supported by Sebastian Duncan, who helped in particular with management of an extensive database of documentation that was reviewed by the team as part of this effort, and David Dunn, who assisted with final editing.

This study adopted a multi-method design, which builds on the work accomplished by other recent research efforts commissioned by USAID/Egypt. It employed both qualitative and quantitative data collection methods. The work was conducted in two stages: data collection and analysis, and report writing.

Data collection and analysis

1. Preparation

Based on the knowledge accumulated in recent research efforts, suggested legacy areas were identified for exploration in this study. These were included in an initial draft outline for discussion with the Mission. Adjustments were made to the outline in accordance with the comments received; other adjustments were made as the research and analysis process unfolded.

Following the approval of the draft outline of the study, an initial conference call was organized between the Mission and the U.S.-based team. The purpose of this call was two-fold: clarify any questions the team had at startup; and provide an opportunity for the Mission to convey its vision for this assignment to the team firsthand.

A critical element to the success of this effort was the availability of USAID/Egypt staff members to advise the team. Their assistance included providing feedback during the process, responding to questions that came up as the research progressed, facilitating contacts for selected interviews when needed, and assisting in the location of missing information and documentation. To this end, USAID/Egypt assembled an informal Legacy Review Consultation Group, consisting of USAID Mission staff members. The lead person of the research team and the contact person at the Mission facilitated interaction between this group and the team.

2. Document Review

Document review was one of the main data collection methods used in this study. It formed the primary basis for growing understanding of (i) USAID’s education activities in Egypt from inception to date, and (ii) the country’s accomplishments in the sector. Documentation accumulated by the contractor on recent related assignments was reviewed and catalogued for analysis using a classification scheme that followed the pre-identified legacy areas of investigation. Further research was conducted to identify other documents and background materials needed for the study. These included following up on suggestions made by key informants, web-based searches for relevant information, and suggestions by members of the team based on their extensive knowledge and experience. The team also turned to
project implementers and USAID staff for support in obtaining documentation that was not easily accessible and/or available in public sources.

3. Quantitative Data

The determination of Egypt’s main accomplishments and trends in education over the past three decades was accomplished by a secondary analysis of existing quantitative data from a number of sources. These included government statistics, the World Bank’s education data bank, data from the UNESCO Institute of Statistics, and other sources, as appropriate. The objective of the analysis was to showcase evidence of Egypt’s accomplishments in education in the pre-selected legacy areas, displaying relevant quantitative data in the form of graphs and/or tables. Similarly, USAID’s contributions to Egypt’s educational outcomes were determined by a review of data on program results as reported by USAID/Egypt and its implementing partners in project reports and related documents. Data on participant training was obtained from USAID’s TraiNet database.

4. Qualitative Data

The study also employed qualitative methods of data collection. The team was fortunate to have access to a large bank of transcripts from recent efforts commissioned by USAID/Egypt in which stakeholders from all levels of the Egyptian educational system – including government officials, staff from several implementing partners, and direct beneficiaries – had been interviewed. The team combed these interview transcripts with the objective of gathering quotes and personal accounts of the impact of USAID programs for inclusion in the report in support of the analysis. The team also collected primary qualitative data through interviews with the aim of (i) obtaining information in program areas for which written documentation was scarce; and (ii) gathering additional personal accounts on topics that had not been part of previously collected qualitative data, but were relevant to the legacy areas reviewed in the study. The team also collected primary qualitative data through interviews with the aim of (i) obtaining information in program areas for which written documentation was scarce; and (ii) gathering additional personal accounts on topics that had not been part of previously collected qualitative data, but were relevant to the legacy areas reviewed in the study. The team also collected primary qualitative data through interviews with the aim of (i) obtaining information in program areas for which written documentation was scarce; and (ii) gathering additional personal accounts on topics that had not been part of previously collected qualitative data, but were relevant to the legacy areas reviewed in the study. Interview protocols were developed for the specific categories of stakeholders to be interviewed. A number of one-on-one, in-depth interviews were conducted by telephone or in person with selected individuals over the five months during which this study was carried out. Persons interviewed included Mission staff members, managers of USAID-funded projects, education experts, and evaluators who had been involved in USAID-funded activities in Egypt over the years of support, as well as direct beneficiaries of USAID interventions.

Qualitative data was also included in the report in the form of success stories. These were based on stories prepared by implementing partners and shared with the research team. Stories available on the Mission’s website were also used. The team reviewed these stories, and those selected were summarized for inclusion in the study.

Report writing

Preparation of the report followed a three-stage process. First, a draft of the introduction and one of the legacy areas was prepared. This was shared with the Mission’s Legacy Review Consultation Group to obtain its feedback and to ensure that the approach, language, and tone used in the study, and the presentation of the content, were acceptable to the Consultation Group. At this early stage of preparation, the comments received from the Mission were incorporated into the document, as were any requested adjustments in the approach. Next, the team prepared a second, mid-term deliverable in which the comments of the first deliverable were addressed and two additional legacy areas presented. The final
stage consisted of the presentation of the full draft report. This staged approach of preparing and reviewing the report allowed the team to make adjustments along the way, and afforded both the team and the Mission a shorter review period after the completion of the final draft.

**Limitations**

Limitations of this effort included the challenge of meshing data from earlier years with numbers from recent years, given the large span of time covered in this study. The team circumvented this problem by adopting a systematic method of aggregating USAID/Egypt project-level data for key indicators.

The interpretation of in-country training data reported over the years also presented a challenge. This report uses in-country training figures as reported by implementing partners in project reports or by USAID. It became apparent from the data that methods of reporting in-country training data varied over the years. For example, in the early years of the partnership, trainees may have typically been counted once for a given training, which might have ranged from one to several sessions. As the duration of professional development was extended to longer periods of time, some individuals, such as teachers in multiyear in-service training programs, received training for one or more years. These individuals may have been counted per year of training rather than only once.

This review by no means sought to attribute results to USAID interventions only, due to the difficulty of isolating other factors such as government or other donors’ interventions. In fact, this research effort focused on analyzing the contributions of USAID to the outcomes achieved in the sector, while acknowledging that other factors were at play. Also of importance is that this review did not attempt to account for all projects and activities financed by USAID/Egypt, but rather explored only those relevant to the legacy areas selected for the study.
USAID/Egypt obligations to education and training from program inception in 1975 through the end of the first decade of the new century are presented below in table and graph format.

<table>
<thead>
<tr>
<th>Decades</th>
<th>Education</th>
<th>Participant Training</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970s</td>
<td>37.7</td>
<td>37.7</td>
<td>37.7</td>
</tr>
<tr>
<td>1980s</td>
<td>287.3</td>
<td>100</td>
<td>387.3</td>
</tr>
<tr>
<td>1990s</td>
<td>217.9</td>
<td>4</td>
<td>221.9</td>
</tr>
<tr>
<td>2000s</td>
<td>627.3</td>
<td>16.5</td>
<td>643.8</td>
</tr>
<tr>
<td>Total</td>
<td>1,132.50</td>
<td>158.2</td>
<td>1,290.70</td>
</tr>
</tbody>
</table>

Source: USAID/Egypt

USAID/Egypt Education Sector Obligations 1975-2010

1970s 3%
1980s 30%
1990s 17%
2000s 50%
## ANNEX IV: DATA FOR ACCESS AND GENDER EQUITY SECTION GRAPHS

### Table 1: Literacy Rates by Gender, 1976 - 2006

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>56.8</td>
<td>29</td>
<td>43.5</td>
</tr>
<tr>
<td>1986</td>
<td>57</td>
<td>31.4</td>
<td>44.2</td>
</tr>
<tr>
<td>1996</td>
<td>61</td>
<td>51</td>
<td>56</td>
</tr>
<tr>
<td>2006</td>
<td>74.6</td>
<td>57.8</td>
<td>66.4</td>
</tr>
</tbody>
</table>


### Table 2: Number of MOE Schools in Pre-University Education, 1994-95 / 2009-10

<table>
<thead>
<tr>
<th>Year</th>
<th>Pre-Primary</th>
<th>Primary</th>
<th>Preparatory</th>
<th>Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>766</td>
<td>16,088</td>
<td>6,496</td>
<td>2,935</td>
<td>26,285</td>
</tr>
<tr>
<td>1997-98</td>
<td>1,580</td>
<td>15,607</td>
<td>7,129</td>
<td>3,217</td>
<td>27,533</td>
</tr>
<tr>
<td>1999-00</td>
<td>2,534</td>
<td>15,533</td>
<td>7,544</td>
<td>3,421</td>
<td>29,032</td>
</tr>
<tr>
<td>2000-01</td>
<td>2,725</td>
<td>15,546</td>
<td>7,772</td>
<td>3,543</td>
<td>29,586</td>
</tr>
<tr>
<td>2005-06</td>
<td>4,876</td>
<td>18,137</td>
<td>7,922</td>
<td>3,212</td>
<td>34,147</td>
</tr>
<tr>
<td>2007-08</td>
<td>5,910</td>
<td>18,936</td>
<td>8,308</td>
<td>3,254</td>
<td>36,408</td>
</tr>
<tr>
<td>2009-10</td>
<td>6,679</td>
<td>19,871</td>
<td>8,626</td>
<td>3,361</td>
<td>38,574</td>
</tr>
</tbody>
</table>


### Table 3: Gross Enrollment Rates in Primary Education by Gender, 1970 – 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Male and Female</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>69.5</td>
<td>58</td>
<td>54</td>
</tr>
<tr>
<td>1990</td>
<td>86.1</td>
<td>93.1</td>
<td>76.3</td>
</tr>
<tr>
<td>1999</td>
<td>92.6</td>
<td>96.6</td>
<td>88.5</td>
</tr>
<tr>
<td>2004</td>
<td>95.9</td>
<td>97.7</td>
<td>94</td>
</tr>
<tr>
<td>2009</td>
<td>101</td>
<td>103</td>
<td>99</td>
</tr>
</tbody>
</table>


### Table 4: Gross Enrollment Rates in Secondary Education by Gender, 1970 – 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Male and Female</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>32.4</td>
<td>44</td>
<td>21</td>
</tr>
<tr>
<td>1990</td>
<td>68.6</td>
<td>77.6</td>
<td>59.4</td>
</tr>
<tr>
<td>1999</td>
<td>74.3</td>
<td>77.6</td>
<td>70.9</td>
</tr>
<tr>
<td>2004</td>
<td>79.3</td>
<td>81.7</td>
<td>76.9</td>
</tr>
<tr>
<td>2009</td>
<td>67</td>
<td>68</td>
<td>66</td>
</tr>
</tbody>
</table>

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